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EWING

COLLEGE.

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1897-98.







COLLEGE CAMPUS.

JUL 17 1897

CATALOGUE
OF THE
OFFICERS AND STUDENTS
OF
EWING COLLEGE.

WITH THE DEPARTMENTS OF WORK
AND COURSE OF STUDY

FOR THE
ACADEMIC YEAR 1897-8.

THE BENTON REPUBLICAN, PRINT.
BENTON, ILLINOIS.
1897.

COLLEGE CALENDAR.

FOR 1897-98.

1897.

FALL TERM OPENS WEDNESDAY MORNING, SEPTEMBER 1.

FALL TERM CLOSES SATURDAY, NOVEMBER 27.

WINTER TERM OPENS TUESDAY, NOVEMBER 30.

HOLIDAYS BEGIN SATURDAY: DECEMBER 18.

1898.

WINTER TERM RE-OPENS TUESDAY, DECEMBER 28.

WINTER TERM CLOSES SATURDAY, MARCH 5.

SPRING TERM OPENS TUESDAY, MARCH 8.

BACCALAURATE SERMON, SUNDAY, MAY 29.

COMMENCEMENT, MAY 29-JUNE 2.

TRUSTEES.

OFFICERS.

J. A. LEAVITT,	PRESIDENT.
J. D. CARR,	SECRETARY.
THOMAS NEAL,	TREASURER.

EXECUTIVE COMMITTEE.

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J. A. SEARGEANT,	EWING, ILLINOIS.
THOMAS NEAL,	EWING, ILLINOIS.
J. D. CARR,	EWING, ILLINOIS.
WILLIAM A. KING,	EWING, ILLINOIS.

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MARION PAGE,	EWING, ILLINOIS.
WM. S. PERRINE,	CENTRALIA, ILLINOIS.
J. T. CHENAULT,	BENTON, ILLINOIS.
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WILLIAM MCNEAL,	PINCKNEYVILLE, ILLINOIS.
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FACULTY.

FOR 1897-98.

REV. J. A. LEAVITT, D. D., Pres.,
BIBLE, PSYCHOLOGY, AND MORAL SCIENCE.

O. C. PYLE, M. A.,
NATURAL SCIENCE, HISTORY AND HIGHER MATHEMATICS.

REV. S. J. CARLOCK, B. A.,
LATIN AND GREEK.

J. D. MARTIN, B. S.,
MATHEMATICS.

MRS. L. L. LEAVITT,
ENGLISH LANGUAGE AND UNITED STATES HISTORY.

MRS. L. M. WEBB,
FRENCH AND GERMAN.

MISS ALICE MARTIN.
STENOGRAPHY AND TYPE-WRITING.

MISS ALICE LICHTY,
PIANO, VOICE, HARMONY AND MUSICAL HISTORY.

MRS. L. A. WASHBURN,
ART.

MISS ALICE MARTIN,
LADY PRINCIPAL.

MRS. L. A. CLARK,
MATRON.

OSCAR C. UPCHURCH,
LIBRARIAN.

OBJECTS OF THE INSTITUTION,

Its first object is Character. Higher education is indebted for its very existence to religion. It is only in recent years that they have been divorced. The separation is an unwise one, for without religion higher education has no adequate motive, is incomplete, subversive of good government and short lived. Our penal institutions are not filled with men suffering for their ignorance of right and wrong; but because their sensibilities were poorly trained or not trained at all. Improvement the world over, in both man and his works is stayed, not so much by ignorance of what needs to be done, as by wills which are weak because undisciplined. Character is the crying need in every vocation and walk of life.

There is one book which has done more than all others for the development of righteousness. That book does not need to be named. It is a remarkable fact that in our country, which is professedly Christian, provision is made in most schools for the extended study of pagan authors, and little or none for those which are emphatically Christian. If we sow to the wind we shall reap of the whirlwind. Ewing College incorporates the Bible in her curriculum, teaches it daily as any other book would be taught, and it is safe to say there is no study which affords the student information so valuable, furnishes more mental discipline or generates greater enthusiasm. A trial of seven years has more than justified the expectation of its advocates.

Students are required to attend chapel and expected to attend divine service every Lord's Day. There is a daily prayer meeting. The Baptist Young Peoples' Union meets weekly and is proving an educational factor.

While no one makes his religion obtrusive, yet the influence is such that revivals of religion, instead of occurring only at rare intervals, are frequent.

The second aim of the institution is Culture. In addition to the acquaintance which the student forms of the history, civilization and philosophies of other lands and of other times, unusual prominence is given to the study of English Classics.

As will be seen from the courses of study, every student is expected to read some English Classic each term and to be examined upon it at the close of the term.

This study consists not in the memorizing of long lists of meaningless names and dates, but in the study of the works of the very best authors. This gives a knowledge of authors, cultivates the taste, and perfects a style of writing and speaking which are invaluable. As aids to culture the courses of study are reinforced by

RHETORICAL EXERCISES.

These vary. At times pupils are required to declaim, and advanced students to prepare and present before the schools essays and orations. At other times lectures are delivered by the faculty on important and practical subjects. These the students from memory reduce to writing and return for criticism. This exercise cultivates the power of attention, trains the memory, aids to felicity of expression and gives the pupil that practice which is absolutely necessary to the formation of a good literary style. There are also

THE SOCIETIES.

The students have two societies, the Pythagorean and Logossian. These societies have growing libraries, and are recognized as important aids in our educational work. They help their members to acquire self-command and self-reliance, and give a training which is peculiarly fitted to this age of public meetings, and which cannot be obtained so well in any other way. They show the voluntary energy, enterprise and earnestness of our students.

Culture is, however, a plant of slow growth. It is a great error and injustice to any institution to suppose that it can be acquired in a few months. It takes much time and infinite pains.

The third aim is Intellectual power. The power generated by the acquisition of knowledge is of greater value than the knowledge itself. Studies are purposely arranged to develop this power along all lines. The principles and methods employed look to the same end. It is a mistake, however, to suppose that any institution can make men. There are no men but self-made men. The most that it is possible to do is to inspire and guide those who have a mind to work.

The aims thus far set forth relate solely to the pupil. A fourth aim concerns directly the churches. So far as it is possible it is desired to make the institution an evangelistic center. At present there is a gulf between colleges and churches. The churches too often fail to see any direct benefit accruing to them from the colleges. This causes an apathy on the part of Christians for educational interests. The gulf is not a "fixed" one. And it is earnestly desired that this College be so conducted that it shall become apparent to all that the work of the churches and the work of the schools are but different phases of the one great work—the uplifting of humanity.

For this reason increased attention is given to

MINISTERIAL EDUCATION.

God requires for his service men with all degrees of learning. With the passage of the years the standard of education from the ministry rises. Young men entering the ministry for Southern Illinois who desire to make preparations beyond that furnished by the public schools, naturally seek it in this institution. Such find the course, especially the systematic study of the Bible, admirably suited to their needs. The Bible is the minister's text book, and the cause of its long neglect by the schools is a mystery. There is a steady increase in the number of ministerial students.

But for wise reasons the call to the ministry comes almost exclusively to the poor. And because of poverty, only a fraction of those who feel themselves called to the work are in attendance. To aid and encourage this work the faculty make no charge for tuition of ministerial students. They are, however, expected to pay the contingent, the lecture and library fees \$1.75. As a further aid to this work the

SOUTHERN ILLINOIS EDUCATION SOCIETY

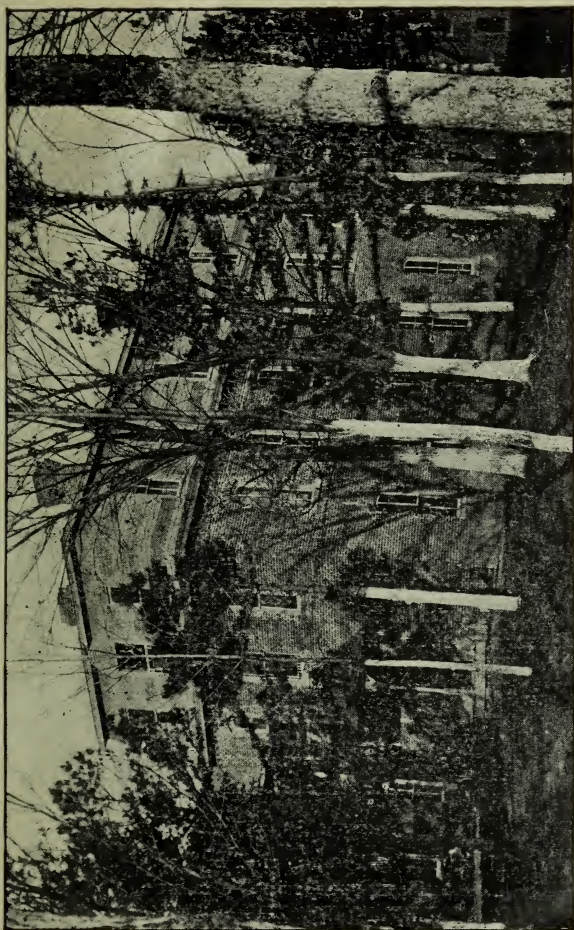
was organized. This work has a larger place each year in the hearts of Christians. If they fully understood how much they could advance the Master's cause by contributions to this department, their liberality would abound. The money given for this purpose is usually loaned without interest to students—not donated.

Many of the ministerial students partially, and some entirely, support themselves by the pastoral care of neighboring churches. To entitle them, however, to assistance, they must be licensed by their respective churches. And we request the churches to exercise extreme care in the issue of licenses. The faculty reserve the right to judge whether or not their liberality is being abused. Free tuition is still farther conditioned upon the deportment of students being satisfactory to the faculty. Misbehavior forfeits past grants.

ADVANTAGES.

LOCATION.

Ewing College is located at Ewing, Franklin county, the geographical center of Southern Illinois. The Chicago & Eastern Illinois R. R., runs within a short distance, giving us nearly all the advantages of a railroad town without its disadvantages. The fact that Ewing is a small village is sometimes used as an argument against the institution. There are those who have reflected more and see farther. These cannot understand why, when character is the chief aim of education, that the young, in one of the most critical periods of life, should be sent to a large place



WAKEMAN HALL.

where there are the greatest possible number of temptations; nor why, when their future success depends largely upon the development of the powers of concentration, they should be sent where there are the greatest possible number of distractions. Wisdom dictates that students should not go to the great cities until character is formed and they are ready for University training. Here they are not surrounded with the distractions, temptations and vices which are incident to the larger towns, and which cause the thoughtful parent to hesitate long before sending his child from the parental roof

INEXPENSIVENESS.

We have arrangements here which may enable many a young man and woman to attend college, who otherwise would not be able to do so. Students rooming in college buildings obtain their board at cost. This arrangement has given great satisfaction, and the cost per week to each student has averaged only \$1.50. The young men are greatly pleased with their rooms in Wakeman Hall. These rooms are furnished and cost the student only 35 cents per week. Young ladies obtain rooms in Wm. Hudelson Cottage and Penina Hudelson Cottage. In the former fuel is furnished for a nominal sum. The latter is heated with steam. These accommodations are unsurpassed anywhere. One hundred dollars will nearly pay the necessary expenses of a young man for a school year. By self-boarding, students have met all the expenses of a term for \$25.

Board in private families, including room, fuel and lights, can be obtained for \$2.25—\$2.50 per week.

Expenses are still further curtailed by the Co-operative Book Association. By the payment of \$1.00 the student is entitled to obtain all books at cost so long as he is connected with the institution.

ENVIRONMENT.

We have already referred to the fact that students here are not in contact with the evil or distracting influences of a larger place. On the contrary, they are mainly in an atmos-

phere of school life only. The younger pupils have a great advantage in coming into close personal contact with the more advanced pupils and with the faculty. Our pupils largely come from Christian country homes. The reflex influence, morally and intellectually, which they exert upon one another is, as a rule, safe and helpful. Parents should remember that these early friendships and influences are among the greatest benefits conferred by any school.

THE CHARACTER OF THE EDUCATION AFFORDED.

The wisdom of simply disciplining the mind of the unregenerate is questionable. It may be the putting of an edge on tools to be used for an evil purpose. While education at Ewing may not be ideal, all the faculty endeavor to remember that the intellect is only a small part of man, and that the entire man is to be educated. This of course can be done only in a Christian institution. And while all may not be achieved which we desire, yet we believe that this is a school not only for mental discipline but also for character building.

LIBRARY.

The number of volumes in the library has been greatly increased by the addition of the Everett library containing many helpful works, the gift of Mrs. W. P. Everett, Elgin, Illinois. Valuable donations have been received from other sources. Among recent gifts are the best histories of the United States, and the standard authors on Pedagogy.

READING ROOM.

The reading room is supplied with magazines and periodicals, local and general, religious and secular. This enables the enterprising student to keep in touch with the outside world and the times.

MANAGEMENT.

Self-government is the great problem which the Creator has placed before the nations and every individual of the

race. It is the constant aim of the Trustees and Faculty to help the students to a solution of this problem. They are expected to comply promptly and cheerfully with all requests of the authorities. A failure to do this will be considered sufficient ground for suspension or expulsion.

THE MORRIS MEDAL.

Dr. C. C. Morris, M. A., Superintendent of the Baptist Hospital, St. Louis, Mo., offers a gold medal for the best oration of the graduating class. The judges are to pass upon the thought, its expression and the delivery of the speaker.

DEGREES.

The degree of Bachelor of Arts is conferred on those who complete, in a satisfactory manner, the Classical Course.

The degree of Bachelor of Science is conferred on those students who satisfactorily complete the Scientific Course.

Suitable diplomas are given to those students who satisfactorily complete either the Music Course or the Teachers' Course. Graduates in the Teachers' Course must be the possessors of first-grade certificates.

Certificates of proficiency in certain studies may be given to such students as merit them.

All receiving degrees are expected to pay \$5.00 each for their diplomas; those in the Teachers' and Musical Courses are required to pay \$3.00.

No degree, diploma or certificate, however, will be given to any student who is under censure of the College Authorities, whose moral character is not good, whose average report in studies is under 75, or whose minimum report in any study is under 60.

EXPENSES.

Academic Department, per term, (two years).....	\$ 9 00
Academic Department, per term, (third year).....	10 00
Collegiate Department, per term.....	10 00
Music and Academic Studies, per term.....	15 00
Music and Collegiate Studies, per term.....	16 00
Music, per term.....	10 00
Voice Culture, per term.....	10 00
Choral Training, per term.....	2 00
Harmony.....	5 00
Phonography.....	5 00
Phonography and Typewriting.....	7 00
Phonography and Literary Studies.....	14 00
Contingent fee, payable by each student, per term....	1 00
Lecture fee.....	50
Library fee.....	25
Use of organ or piano for musical practice one hour each day, per term.....	2 00
Two hours each day, per term.....	3 50
Three hours each day, per term.....	4 50
Rooms in Wakeman Hall, per week.....	35
Rooms in Hudelson Cottage, fuel and light furnish- ed,.....	75 cents to 1 00
Board in College dining hall at cost. Average for last year, per week.....	1 50
Board in families, including room, fuel, lights and wash- ing, per week.....	\$2.25 to 2 75
Self-boarding or clubbing per week.....	\$1.00 to 1 50

ESTIMATED COST

For a young man for one term.

Board.....	\$ 19 50
Room rent.....	4 35
Tuition.....	9 00
Contingent, library and lecture fees.....	1 50
Washing.....	3 00
Fuel and lights.....	3 00
Books.....	3 00

Total.....\$ 43 35

The cost to young ladies is about 40 cents more per week.

Reduction of one-half of the tuition is made to the children of such clergy as need it.

Tuition in all departments, contingent fees and fees for use of musical instruments, are payable in advance. Money is never refunded on account of non-attendance unless occasioned by protracted sickness of the student.

TO PARENTS.

If you wish information or to make suggestions, write and write freely. Your requests will be complied with so far as is possible. If you can possibly avoid it do not send for your children until the close of the term. It is disorganizing in its effects upon the school, and entails serious loss upon the pupils.

Continue your children in school so long as you can, providing they are making a wise use of their time. A good education is worth vastly more to them than the inheritance of wealth.

TO PROSPECTIVE STUDENTS.

The required text books can be obtained here at a low figure. Bring with you such as you may have. If they are not the ones in use here, they will be valuable for reference and comparison.

Students are expected not to absent themselves from school without permission of the faculty.

Students expecting rooms in Wakeman Hall, or in the Ladies' Cottages, should bring with them bed linen, towels and napkins, pillow and one or more quilts; also knife and fork if convenient. We also suggest the wisdom of securing rooms before arrival.

Students coming by rail should buy tickets to Whittington. Hacks meet all trains.

In order to keep a pure moral atmosphere among our students, we deem it necessary to require all applicants to present evidence of good character. Those not acquainted with some member of the Faculty, or Board of Trustees, may give reference or furnish recommendations.

TO FORMER STUDENTS.

The trustees and others deem it desirable to form an organization of the students of other years. To give opportunity for the consideration of this question, it was voted by the Board of Trustees to give a banquet Thursday noon of Commencement week to such students of other days as would forward their names to the Secretary of the Board, Rev. J. D. Carr, Ewing, Ill., thereby signifying their intention of being present on that occasion, June 2, 1898.



DEPARTMENTS.

BUSINESS COURSE.

The education which every one needs can be obtained only by years of toil. Some have not the means with which to obtain an extended education and cannot obtain it; others have not the disposition to plod. For such we select from the more extended courses those studies immediately helpful to a business career.

Bookkeeping should be studied by everybody. The same may be said of

PHONOGRAPHY.

It saves time and labor, furnishes professional employment and educates.

Prof. Geo. E. Seymour, of the St. Louis High Schools, says: "The pursuit of phonography in our schools cannot be too earnestly advised. It tends to cultivate habits of clearness of thought and brevity of expression. It tends to cultivate the habit of close and accurate observation, of clear and searching analysis. It tends to cultivate habits of distinct and correct enunciation, and to make students alert and thoughtful in all they undertake."

We use the Ben Pitman system. The fact that 34.7 per cent. of all teachers of short hand use this system is the best possible recommendation of it. Those desiring what is known as a business education can obtain it here for a fraction of what it will cost them in the cities. This is a fact worthy of being remembered, and to which young people should not be made blind by specious promises of employment.

GEOGRAPHY AND HISTORY.

GEOGRAPHY.

In few studies has the change of method been more radical in recent years than in the study of Geography. The object of this study is no longer localities and their boundaries, but humanity. The earth is the home of man. He is affected by its topography, by its rivers, lakes, oceans, vegetation, winds and climate. Geography furnishes the basis of all our sciences.

Each geographical whole to be considered by the class, whether it be continent, state, island or sea, must be studied as a whole, as you would study an object in botany or zoology. It must be analyzed, its parts studied in their relation to the whole, to each other and civilization.

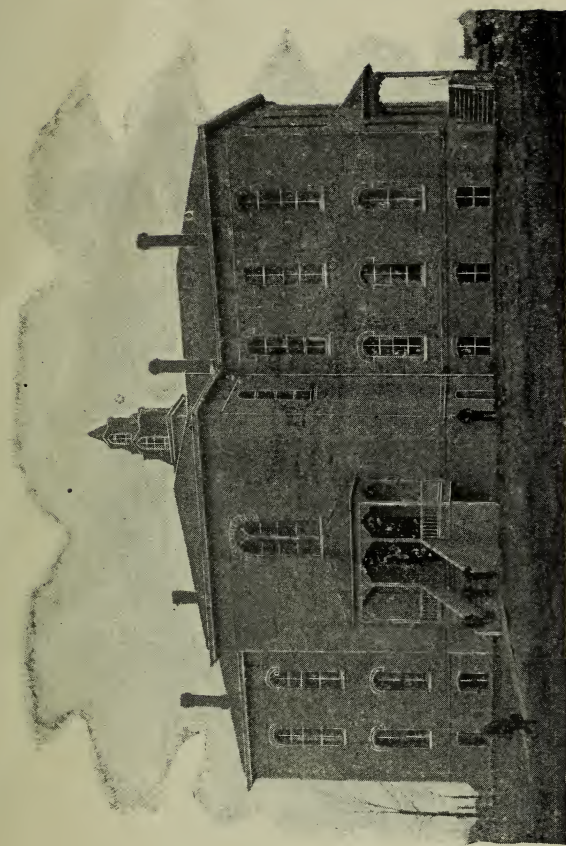
The topical method of assigning lessons is especially desirable in geographical teaching. Outlines of related topics, more or less minute, should be given the class as a guide to study, and should be used also as a guide to each pupil's recitation. The question and answer method where the teacher uses many more words than the pupil should rarely be used.

HISTORY.

History is the life development of a people. Its development is seen along the five institutional lines of the family, church, state, industrial and educational institutions; attention is given to the people, their conditions, habits, general character, and how these combine to produce the many revolutions, social, political, industrial and religious.

In the study of United States History the student is made acquainted with the events of the different periods, and as nearly as possible, the causes that brought them about. A more intelligent citizenship that can look forward to the results of the various policies is greatly needed.

In General History it is desired to give the student a general idea of the world's story that he may get an insight into the close union of the whole human race, and at the same time broaden his field of vision.



WILLARD HALL.

During the entire Course, Standard English and German songs are given, and advanced pupils study selections from the best Operas and Oratorios.

Classes in Chorus and Sight Reading will be organized and it is hoped that many will avail themselves of the opportunity to study this often neglected branch of music.



COURSE OF STUDY.

ACADEMIC DEPARTMENT.

FIRST YEAR—FALL TERM.

English Literature.	Geography—Fry.
Arithmetic — White's Com- plete (New Edition).	Grammar—Graded Lessons.
Outside Reading—Miles Standish; Grandfathers Chair.	

WINTER TERM.

English Literature.	U. S. History—Fisk.
Grammar.	Arithmetic.
Outside Reading—Abbott's Life of Columbus; Enoch Arden.	

SPRING TERM.

Civil Government.	U. S. History—Fisk.
Grammar.	Arithmetic.
Outside Reading—Rules of Conduct, and other Papers, by George Washington; Birds and Bees: Deserted Village.	

SECOND YEAR—FALL TERM.

Latin—Tuell and Fowler.	Grammar—Reed & Kellogg's. Higher Lessons in English.
Elementary Algebra—Milne	Zoology—Steele & Jenks.
Outside Reading—Irvings Washington and his Coun- try; Hiawatha.	

WINTER TERM.

Latin.	Grammar.
Algebra—Milne.	Physiology—Tracy.
Outside Reading—Autobiography of Franklin; Gettys- burg Speech, and other papers, Lincoln.	

SPRING TERM.

Latin	| Grammar.
Natural Philosophy.	| Botany—Gray's School and
Avery's First Principles.	| Field Book.
Outside Reading—Bryant: Webster's Bunker Hill. etc.; Sharp Eyes, and other Papers.	

THIRD YEAR—FALL TERM.

Latin—Readings.	| Higher Algebra—Milne.
Greek—Inductive Method.	| Geology—LeConte.
Outside Readings—Self Help; Smiles; Snow Bound; Julius Cæsar, Shakespeare.	

WINTER TERM.

Latin.	| Greek—Inductive Method.
Higher Algebra—Milne.	| Chemistry—Remsen.
Outside Reading—True Grandeur of Nations; Summer; Lady of the Lake.	

SPRING TERM.

Latin.	| Higher Algebra, or Elements
Physical Geography.	| of Rhetoric.—Elective.
Greek—Inductive Method.	|
Outside Reading—Sir Rodger de Coverly Papers; Merch- ant of Venice; The Succession of Forest Trees and Wild Apples.	

[Third year Scientific is the same as above except that
Geometry is studied instead of Greek].

COLLEGIATE CLASSICAL.

FRESHMAN—FALL TERM.

Latin—Ovid.	| Greek—Anabasis.
	| General History—Myers, or
Geometry.	| Bible—Elective.
Outside Reading—Ivanhoe, Vision of Sir Launfal and other Poems, Lowell; Grandmother's Story of Bun- ker Hill Battles, and other Poems, Holmes.	

WINTER TERM.

Latin—Virgil.	Greek—Anabasis.
Geometry.	General History, or Bible— Elective.
Outside Reading—Kenilworth, Scott; Lays of Ancient Rome; L'Allegro and Il Penseroso, Milton.	

SPRING TERM.

Latin—Virgil.	Greek—New Testament.
Geometry.	Elements of Rhetoric, or Bible—Elective.
Outside Reading—Comus and other Poems, Milton; Macauley's Essay on Milton; The Pilot, Cooper.	

SOPHOMORE.—FALL TERM.

Latin—Cicero's Oration.	Greek—Homer's Iliad.
Trigonometry.	English History—Green.
Outside Reading—The Tale of Two Cities, Dickens; The Princess and other Poems, Tennyson; Todd's Student's Manual.	

WINTER TERM.

Latin—Cicero's de Senectute	Greek—Homer's Iliad.
Trigonometry.	English History.
Outside Reading—Our Mutual Friend; Hamlet and King Henry IV, Part 1, Shakespeare.	

SPRING TERM.

Latin—Livy	Greek—Xenophon's Memorabilia.
Surveying and Analytical Geometry.	English History.
Outside Reading—The Conduct of the Human Understanding, Locke; Heroes and Hero Worship, Carlyle The Last of the Mohicans, Cooper.	

JUNIOR.—FALL TERM.

Latin—Tacitus, Agricola and Germania.	Greek—Plato.
Analytical Geometry.	Psychology.
Outside Reading—Daniel Deronda, Ancient Mariner. Coleridge; Favorite Poems from Coleridge and Wordsworth.	

WINTER TERM.

Latin—Horace, Odes.	Greek—Sophocles.
Calculus—Loomas.	Psychology and Logic.
Outside Reading—Henry Esmond, Thackeray; Select Poems from Burns and Byron.	

SPRING TERM.

Greek—Demosthenes.	Rhetoric—Hill's Science.
Latin—Horace, 'Satires and Epistles.	Bible.
Outside Reading—Marble Faun, Hawthorne; Selections from Chaucer; Self-Reliance and American Scholar, Emerson.	

SENIOR.—FALL TERM.

Physics—Snell's Olmstead.	English Literature.
Bible.	Political Economy.
Outside Reading—Fairy Queen, Book I., Spencer; Selections from the Breakfast Table Series, Holmes.	

WINTER TERM.

Physics.	English Literature.
Studies in English Classics.	Theistic and Christian Evidences.
Outside Reading—Paradise Lost, Book I; Selections from Ruskin.	

SPRING TERM.

Astronomy	English Literature.
Studies in English Classics.	Moral Science and the Bible.

COLLEGIATE SCIENTIFIC.

FRESHMAN.—FALL TERM.

Latin—Readings.	Geometry.
Higher Algebra.	Geology.

WINTER TERM.

Latin—Readings.	Higher Algebra.
Geometry.	Chemistry.

SPRING TERM.

Latin—Readings.	Physical Geography.
Higher Algebra, or Elements of Rhetoric—Elective.	Geometry.

SOPHOMORE.—FALL TERM.

Latin—Ovid.	Trigonometry,
General History, Myers or	Natural Philosophy.
Bible—Elective. *	Avery's Elements.

WINTER TERM.

Latin—Virgil.	Trigonometry.
General History, or Bible— Elective,	Natural Philosophy.

SPRING TERM.

Latin—Virgil.	Surveying and Analytical.
Rhetoric, Hill's Elements, or	Geometry.
Bible—Elective.	Didactics.

JUNIOR.—FALL TERM.

Latin—Cicero's Oration.	Analytical Geometry— Loomis.
Psychology.	English History.—Green.

WINTER TERM.

Latin—Cicero de Senectute.	Calculus—Loomis.
Psychology and Logic.	English History.

SPRING TERM.

English History.	Rhetoric—Hill's Science
Latin.	Bible.

SENIOR.—FALL TERM.

Physics—Snells Olmsted.	English Literature.
Bible.	Political Economy.

WINTER TERM.

Physics.	English Literature.
Bible.	Theistic and Christian Evidences.

SPRING TERM.

Astronomy.	|	English Literature.
Bible.	|	Moral Science.

SHORT COURSE FOR TEACHERS.

FIRST YEAR.

Same as in the second year of the Acedemic Department.

SECOND YEAR.—FALL TERM.

General History or Bible—	|	Higher Algebra.
Elective.	|	
Geometry.	|	Geology.

WINTER TERM.

General History or Bible—	|	Higher Algebra.
Elective.	|	
Geometry.	|	Chemestry.

SPRING TERM.

Elements of Rhetoric—Hill.	|	Higher Algebra or Bible—
	|	Elective.
Geometry.	|	Physics.

THIRD YEAR.—FALL TERM.

English History.	|	Trigonometry.
Psychology.	|	Natural Philosophy.

WINTER TERM.

Enligh History.	|	Trigonometry.
Psychology and Logic.	|	Natural Philosophy.

SPRING TERM.

English History.	|	Astronomy.
	|	Didactics—White's Pedago-
Moral Science.	|	gy, Gregory's Seven Laws.

Outside reading in Scientific and Teacher's Courses the same as corresponding terms in Classical. All students tak-

ing any regular course will be expected to enter one of the classes in Literature, and to prepare compositions and orations for criticism by the Faculty.

DEPARTMENT OF MUSIC.

COURSE OF STUDY—GRADE I—PIANO.

Exercises without notes.
Matthew's Standard Studies—Book I
Mason's Two Finger Exercises.
Scales and Arpeggios.

GRADE II.

Mason's Technics.
Standard Studies Book II.
Matthews' Introduction to Phrasing.
McDougal's Studies in Melody Playing—Book I.
Pressers—School of Four Hand Playing.

GRADE III.

Mason's Technics (with Metronome).
Standard Studies—Book III.
Matthews's Phrasing—Book I.
Mason's Studies in Octave and Bravura Playing.

GRADE IV.

Mason's Technics (with Metronome).
Standard Studies—Book IV.
Krause—Thrill Studies.
Hummel—Op. 43, Book I. (Left Hand.)

GRADE V.

Mason's Technics (with Metronome).
Standard Studies—Book V.
Bach—Short Preludes and Two Part Invention.
Theo. Presser—Selected Octave Studies.



LADIES' COTTAGE.

GRADE VI.

Mason's Technics.

Cramer—50 Select Studies.

A more extended study of the Classical and Romanic Composers.

VOCAL MUSIC.

It is difficult to outline a course in vocal culture, as each voice requires special treatment.

Particular attention is paid to breathing, as the foundation of all healthful and natural singing.

Exercises for placing the voice, with Standard English songs occupy the first year.

The aim is to develop flexibility, improve the quality and strengthen the voice.

Studies will be selected from Vaccai, Marchesi, Bonaldi, Panofka and others.

During the entire course, Standard English and German songs are given, and advanced pupils study selections from the best Operas and Oratorios.

Classes in Chorus and Sight Reading will be organized and it is hoped that many will avail themselves of the opportunity to study this often neglected branch of music.

LECTURES.

Rev. W. L. Jones—Is the Bible True?

Chas. W. Brown—Our Social Political Decay.

Rev. C. H. Moscrip.

Dr. D. Berry—1st. The Tornado or the Mechanism of the Air. 2d. "The Monuments that record the Life and Death of Old Time Continents."

E. Erskine McMillan, Chicago.—"The Experiences of a Chicago Attorney."

Other announcements will be made later.

FORM OF WILL.

I will and bequeath to the Trustees of Ewing College
Dollars to be used for general purposes.

Persons desiring to bequeath Real Estate should see that
 it is accurately described.

DONATIONS.

Donations of Botanical, Geological and books valuable
 for the College library are respectfully solicited.



GRADUATES OF 1897.

Carlock, Simeon Judson, B. A.
 Foster, Thomas Jefferson, B. A.
 Foster, William Henry, B. A.
 Spriggs William Tecumseh, B. A.
 Clark, Charles Voltaire, B. S.
 Corn, Milliard Napoleon, B. S.
 Rea, Pearle Gertrude, Teacher's Course.
 Clark, Jennie, Music.

COLLEGIATE DEPARTMENT.

Bramlet, Warren Reuben,.....Raleigh, Illinois.
 Bramlet, Charles,.....“ “
 Burnett, Rex C.,.....“ “
 Carr, Anna Myrtyle,.....Galatia, Illinois.
 Carlock, Simeon Judson,.....Ewing, Illinois.
 Clem, Stella Mae,.....Malden, Missouri.
 Clark, Charles Voltaire,.....Ewing, Illinois.
 Corn, Milliard Napoleon,.....“ “
 Davis, James Marion,.....Long Prairie, Illinois.
 Eckley, Paul Marshall,.....McLeansboro, Illinois.
 Foster, William Henry,.....Gresham, Illinois.
 Foster, Thomas Jefferson,.....“ “
 Galloway, Harrisburg, Pennsylvania,.....Benton, Illinois.
 Hall, Charles Wesley,.....McLeansboro, Illinois.
 Hill, James Jones,.....Ewing, Illinois.
 Jones, Archie Israel,.....Bourbon, Illinois.

Kelley, Joel Rolley,	Oaklevel, Kentucky.
Leavitt, Halsey Brown,	Ewing, Illinois.
Rea, Pearle Gertrude,	Crittenden, Illinois.
Rose, Marion Amos,	— Gresham, Illinois.
Rawls, Joseph Edgar,	McLeansboro, Illinois.
Rogier, Marie,	Sebastopol, Illinois.
Rogier, Henry Oliver,	“ “
Spriggs, William Tecumseh Sherman,	Louisville, Illinois.
Upchurch, Oscar Conrade,	Ewing, Illinois.
Wallace, Harvey Horatio,	Benton, Illinois.
Ward, George Henderson,	Dix, Illinois.
Yohanan, James B.	Oroomiah, Persia,

ACADEMIC DEPARTMENT.

Adams, Ambrosia,	Tamaroa, Illinois.
Allen, Harley J.,	Broughten, Illinois.
Batts, Tilford S.,	Ewing, Illinois.
Beaty, Walter P.,	Spring Garden, Illinois.
Boone, W. H.,	Beecher City, Illinois.
Boswell, Orville Lafayette,	Long Prairie, Illinois.
Baker, Wilson Emmett,	Ewing, Illinois.
Burlison, Logan,	Tamaroa, Illinois.
Brandon, John Patrick,	Wolf Creek, Illinois.
Cramer, Thomas Cecil,	Iuka, Illinois.
Campbell, Ada,	Pinckneyville, Illinois.
Curlee, Jennie,	Tamaroa, Illinois.
Clayton, Melvin D.,	Ewing, Illinois.
Clayton, Gertrude May,	“ “
Crawford, Bessie Fay,	Thompsonville, Illinois.
Carr, Josie Belle,	Ewing, Illinois.
Campbell, Val Benson,	McLeansboro, Illinois.
Dean, Daisy,	Thompsonville, Illinois.
Daily, Effie,	Ewing, Illinois.
Franklin, John Logan,	Benton, Illinois.
Gholson, Edward,	Broughten, Illinois.
Glasscock, Ewing Monroe,	Raleigh, Illinois.
Glasscock, Newton Elmer,	“ “
Graddy, Lolle,	Macedonia, Illinois.

Hatton, Bartlette Anderson.....	Farmington, Iowa.
Hamilton T. L.....	Thompsonville, Illinois.
Holifield, Henry Walton.....	Tunnel Hill, Illinois.
Hoskins, Orville.....	Carmi, Illinois.
Harvey, Lida May.....	Effingham, Illinois.
Hill, Everette Edward.....	Long Prairie, Illinois.
Kilmer, John Rolli.....	Murphysboro, Illinois.
Johnson, A. C.....	Paris, Illinois.
Kelley, Ovid.....	Ewing, Illinois.
Knowles, Gertrude,.....	Belle Rive, Illinois.
Kibler, Lawrence.....	Charleston, Illinois.
Kirk, Alvah.....	Gresham, Illinois.
Lovan, O. E.....	McLeansboro, Illinois.
Locey Ola.....	Long Prairie, Illinois.
Link Riley.....	Ewing, Illinois.
Mason, Winnie.....	Bourton, Illinois.
Morelan, J. A.....	Enfield, Illinois.
Malicoat, Charlie.....	Arthur, Illinois.
McCollom, Milo Robert.....	Louisville, Illinois.
More, Gus C.....	Effingham, Illinois.
Miller, Minnie Ethel.....	Ewing, Illinois.
Neal, Curtis.....	“ “
Neal, Frank.....	“ “
Nelson, Francis Lafayette.....	Greenville, Illinois.
Otterson, Geo. Thomas.....	Benton, Illinois.
Osborn, B. J.....	Ewing, Illinois.
Palmer, John S.....	Ewing, Illinois.
Provart, Ora.....	DuQuoin, Illinois.
Rogier, Chas.....	Sebastopol, Illinois.
Silliman Arthur J.....	Brownsville, Illinois.
Summers, Arthur E.....	Dahlgren, Illinois.
Smith, Odin Oral.....	Mt. Vernon, Illinois.
Sneed, Jesse E.....	Ewing, Illinois.
Smoot, Harvey Alonzo.....	New Burnside Illinois.
Standerfer, Wilburn.....	Piopolis, Illinois.
Schupp, E. B.....	Woodlawn, Illinois.
Tittle, Rosa Emiley.....	Famous, Illinois.
Vancleve, James.....	Ewing, Illinois.
Vancleve, Minnie.....	Ewing, Illinois.
Webb, Frank.....	Ewing, Illinois.

MINISTERIAL DEPARTMENT.

Boone, William H.,	Beecher City, Illinois.
Carlock, Simeon Judson,	Ewing, Illinois.
Jones, Archie Israel,	Arthur, Illinois.
Kelley, Joel Rolley,	Oaklevel, Kentucky.
Osborn, B. J.,	Ewing Illinois.
Palmer, John S.,	Ewing Illinois.
Sneed, Jesse E.,	Ewing, Illinois.
Spriggs, William Tecumseh,	Charleston, Illinois.
Standerfer, Wilburn,	Piopolus, Illinois.
Wallace, Harvey Horatio,	Benton, Illinois.
Yohanan, James B.,	Oroomiah, Persia,

MUSIC DEPARTMENT.

Adams, Ambrosia,	Tamaroa, Illinois.
Baker, Jo Ella,	Ewing, Illinois.
Baker, Mrs.,	Ewing, Illinois.
Clark, Jennie,	Ewing, Illinois.
Clem, Stella Mae,	Malden, Missouri.
Crawford, Bessie Fay,	Thompsonville, Illinois.
Cohea, Grace,	Eftingham, Illinois.
Clayton, Gertie May,	Ewing, Illinois.
Dean, Daisy,	Thompsonville, Illinois.
Foster, Laura,	Gresham, Illinois.
Grady, Lolle,	Macedonia, Illinois.
Goff, Mary,	Spring Garden.
Hill, James J.,	Ewing, Illinois.
Hogan, Dollie,	Thompsonville, Illinois.
Judd, Grace,	Belle Rive, Illinois.
Knowles, Gertrude,	" " "
Miller, Minnie,	Ewing, Illinois.
Provart, Ora Ann,	Du Quoin, Illinois.
Philipps, Clyde,	Ewing, Illinois.
Rogier, Marie,	Sebastopol, Illinois.
Stringfield, Carrie E.,	Belle Rive, Illinois.
Whittington, Dora,	Ewing, Illinois.

ESTABLISHED IN 1878.

INCORPORATED IN 1896.

W. A. OLMSTED SCIENTIFIC

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CHICAGO.

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W. A. OLMSTED AND
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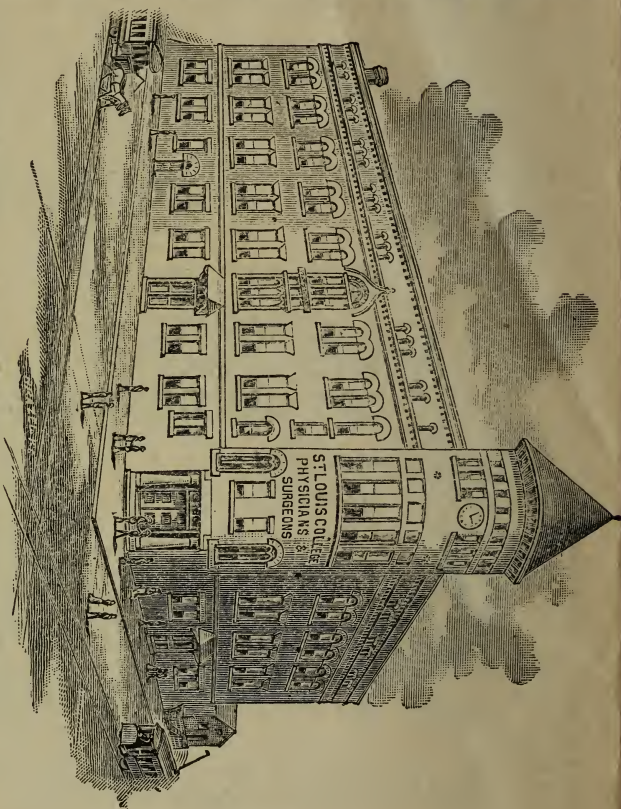
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AND GAMBLE ST.,
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Matriculation (paid but once)	\$ 5 00
Lecture Tickets for Regular Course.....	50 00
The same for sons and brothers of physicians, and sons of the clergy	25 00
The same for graduates of reputable Medical Colleges.....	25 00
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To those who are contemplating a visit from home for the restoration of Health we would invite attention to the **ST. LOUIS BAPTIST HOSPITAL**. The location is central and our advantages for caring for the sick are superior to most institutions of like character. The Medical Staff is composed of some of the best known physicians of the city, and who are recognized authority in their special lines of work. Every patient entering the hospital is referred to that member of the staff, who is best adapted by education and experience to treat such case. Thousands of grateful patients, who have been cured of long standing diseases, speak in the highest terms of the kindly treatment received at the Baptist Hospital. We have no doubt that there are hundreds of patients who need treatment, which can alone be given here, and yet hesitate to come because they are not acquainted with hospital methods. To all such we would say that **THE BAPTIST HOSPITAL IS A CHRISTIAN HOME**. You will feel you are with friends. will be tenderly cared for by **Trained Nurses**, and will receive such **Skillful Medical and Surgical** treatment as each individual case may require. Elegant accommodations furnished at \$5, \$10 and \$15 per week. No extra charge for ordinary nursing. Medical and Surgical services reasonable.

For further information address

C. C. MORRIS, A. M., M. D. Superintendent.

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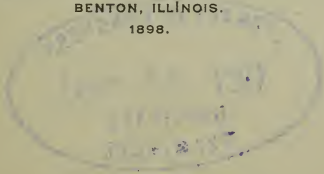
COLLEGE CAMPUS.

CATALOGUE
OF THE
OFFICERS AND STUDENTS
OF
EWING COLLEGE.

WITH THE DEPARTMENTS OF WORK
AND COURSE OF STUDY

FOR THE
ACADEMIC YEAR 1898-9.

THE BENTON REPUBLICAN PRINT.
BENTON, ILLINOIS.
1898.



COLLEGE CALENDAR.

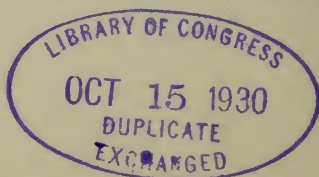
FOR 1898-9.

1898.

Fall Term opens Tuesday morning, August 30.
Fall Term closes Saturday, November 26.
Winter Term opens Tuesday, November 29.
Holidays begin Friday, December 23.

1899.

Winter Term re-opens Tuesday, January 3.
Winter Term closes Saturday, March 4.
Spring Term opens Tuesday, March 7.
Baccalaureate Sermon, Sunday, May 28.
Commencement, May 28 to June 1.



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J. T. WHITLOCK, M. D.....	DIX, ILLINOIS
CLARENCE W. HARRISS.....	MT. VERNON, ILLINOIS
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FACULTY.

FOR 1898-99.

REV. J. A. LEAVITT, D. D., Pres.,
BIBLE, PSYCHOLOGY, AND MORAL SCIENCE.

J. O. PYLE, M. A.,
NATURAL SCIENCE AND HIGHER MATHEMATICS.

REV. S. J. CARLOCK, B. A.,
LATIN AND GREEK.

J. D. MARTIN, B. S.,
MATHEMATICS AND ASTRONOMY.

MRS. L. M. WEBB,
FRENCH AND GERMAN.

MRS. L. L. LEAVITT,
LITERATURE AND ELOCUTION.

MISS ALICE RICHESON,
HISTORY, ENGLISH AND GENERAL.

T J. FOSTER,
SECOND YEAR LATIN AND UNITED STATES HISTORY.

MISS ALICE MARTIN,
ENGLISH LANGUAGE, STENOGRAPHY AND TYPE-WRITING.

MISS ALICE LICHTY,
PIANO, VOICE, HARMONY AND MUSICAL HISTORY.

MRS. W. M. WEBB,
GUITAR.

MRS. JENNY GODWIN,
LADY PRINCIPAL.

MRS. L. A. CLARK,
MATRON.

H. A. ECHOLS,
LIBRARIAN.

■

COLLEGIATE DEPARTMENT.

CLASSICAL COURSE.

FRESHMAN—FALL TERM.

Latin—Ovid.	Greek—Anabasis.
	General History—Myers, or
Geometry.	Bible—Elective.
Outside Reading—Ivanhoe, Vision of Sir Launfal and other Poems, Lowell; Grandmother's Story of Bunker Hill Battles, and other Poems. Holmes.	

WINTER TERM.

Latin—Vergil.	Greek—Anabasis.
	General History, or Bible—
Geometry.	Elective.
Outside Reading—Kenilworth, Scott; Lays of Ancient Rome: L'Allegro and Il Penseroso, Milton.	

SPRING TERM.

Latin—Vergil.	Greek—New Testament.
	Elements of Rhetoric, or
Geometry.	Bible—Elective.
Outside Reading—Comus and other Poems, Milton; Macaulay's Essay on Milton; The Pilot, Cooper.	

SOPHOMORE.—FALL TERM.

Latin—Cicero's Oration.	Greek—Homer's Iliad.
Trigonometry.	English History—Green.
Outside Reading—The Tale of Two Cities, Dickens; The Princess and other Poems, Tennyson; Todd's Student's Manual.	

WINTER TERM.

Latin—Cicero's de Senectute	|	Greek—Homer's Iliad.
Trigonometry.	|	English History.
Outside Reading—Our Mutual Friend; Hamlet and King Henry IV, Part 1, Shakespeare.		

SPRING TERM.

Latin—Livy	|	Greek—Xenophon's Memorabilia.
Surveying and Analytical Geometry.	|	English History.
Outside Reading—The Conduct of the Human Understanding, Locke; Heroes and Hero Worship, Carlyle; The Last of the Mohicans, Cooper.		

JUNIOR.—FALL TERM.

Latin—Tacitus, Agricola and Germania.	|	Greek—Plato
Analytical Geometry.	|	Psychology.
Outside Reading—Daniel Deronda, Ancient Mariner, Coleridge; Favorite Poems from Coleridge and Wordsworth.		

WINTER TERM.

Latin—Horace, Odes.	|	Greek Sophocles.
Calculus—Loomis.	|	Psychology and Logic.
Outside Reading—Henry Esmond, Thackeray; Select Poems from Burns and Byron.		

SPRING TERM.

Greek—Demosthenes.	|	Rhetoric—Hill's Science.
Latin—Horace, Satires and Epistles.	|	Bible.
Outside Reading—Marble Faun, Hawthorne; Selections from Chaucer; Self-Reliance and American Scholar, Emerson.		

SENIOR.—FALL TERM.

Physics—Snell's Olmstead.	|	English Literature.
Bible.	|	Political Economy.
Outside Reading—Fairv Queen, Book I., Spencer; Selections from the Breakfast Table Series, Holmes.		

WINTER TERM.

Physics.	English Literature.
Studies in English Classics.	Theistic and Christian Evi- dences.
Outside Reading—Paradise Lost, Book I: Selections from Ruskin.	

SPRING TERM.

Astronomy	English Literature.
International Law.	Moral Science and the Bible.

SCIENTIFIC COURSE.

FRESHMAN.—FALL TERM.

Latin—Readings.	Geometry.
Higher Algebra.	Geology.

WINTER TERM.

Latin—Readings.	Higher Algebra.
Geometry.	Chemistry.

SPRING TERM.

Latin—Readings.	Physical Geography.
Higher Algebra, or Elements of Rhetoric—Elective.	Geometry.

SOPHOMORE.—FALL TERM.

Latin—Ovid.	Trigonometry.
General History, Myers or Bible—Elective.	Natural Philosophy. Avery's Elements.

WINTER TERM.

Latin—Vergil.	Trigonometry.
General History, or Bible— Elective.	Natural Philosophy.

SPRING TERM.

Latin—Vergil.	Surveying and Analytical
Rhetoric, Hill's Elements, or Bible—Elective.	Geometry. Didactics.

JUNIOR.—FALL TERM.

Latin—Cicero's Orations or Advanced Zoology.	Analytical Geometry— Loomis.
Psychology.	English History.—Green.

WINTER TERM.

Latin—Cicero de Senectute or Advanced Physiology.	Calculus—Loomis.
Psychology and Logic.	English History.

SPRING TERM.

English History.	Rhetoric—Hill's Science
Latin or Advanced Botany.	Bible.

SENIOR.—FALL TERM.

Physics—Snell's Olmsted.	English Literature.
Bible.	Political Economy.

WINTER TERM.

Physics.	English Literature.
Bible.	Theistic and Christian Evidences.

SPRING TERM.

Astronomy.	English Literature.
Bible.	Moral Science.



GERMAN COURSE.

FIRST YEAR.

Rosenthal Method throughout the year.

First term. Books 1, 2, 3 and grammar.

Second term. Books 4, 5, 6 and grammar.

Third term. Books 7, 8, 9 and grammar.

SECOND YEAR.

Classical German Authors, three days of the week throughout the year. German Composition, two days of the week throughout the year.

First term. Schiller's *Milhelm Tell* and Von Jagemann's *Materials for German Prose Compositions*.

Second term. Goethe's *Herman Dorathea* and *Prose Compositions*.

Third term. Lessing's *Minnie von Parnheim* and *Composition*.

THIRD YEAR.

Modern German Authors three days of the week throughout the year, German Composition two days of the week throughout the year.

First term. Hoffmanns *Historische Erzählungen* Freytags, *Aus dem Staate Friedrichs des Grossen* and *Composition*.

Second term. Halbergs, *Niels Klems Wall fahrt, in die Unterwelt, and Storms, Inmensee, and Composition*.

Third term. Schonback's *Über Lesen and Bildung* Scheffels *Trumpeter von Saklingen*.

NATURAL SCIENCE.

The past few years have witnessed great and far reaching discoveries in all the fields of Natural Science, which together with the more successful application of scientific principles to the solution of the problems of economic and social life, have won for the Natural Sciences a larger place in college curricula. Ewing College recognizes the value and importance of scientific work and will endeavor to keep abreast of the time.

Advanced work is offered in several of the sciences as an alternative for a part of the prescribed Latin, and it is urged that especially in the collegiate scientific course, the sciences be chosen.

Higher work is regularly required in Physics, when the student is given a chance to make an application of the principles he has learned in his study of Higher Mathematics.

Astronomy is also required and is regarded as a most fitting study to close the students efforts at reading Nature's books. No other study can so fully lead him into the contemplation of the sublime and infinite. (See remarks on Natural Sciences in other departments).

HIGHER MATHEMATICS.

During the excitement of modern times over the great strides made in the physical and biological sciences, the interest in the pure sciences has undergone no eclipse, but rather it has become more intense as the importance of Mathematics in the development of the other sciences becomes better appreciated.

While the great value from the mental training due to the thorough study of Mathematics is lost sight of, the student is impressed with the fact that Mathematics is the most practical of all Sciences. And while the student is led to see that when he has developed the general formulae and principles he has by implication solved all the (special) pro-

blems under them, he is nevertheless given a chance to obtain some skill in their application by solving as many special problems as time will permit.

In all the courses the newest and best texts are used.

ENGLISH HISTORY.

In English History the student gets a better view of his origin. The people are studied in connection with Art and Literature. Throughout the course of History effort is made to develop a taste for that kind of reading in which man can best discover himself.

THE SCIENCE OF RHETORIC--The why of things ever presents itself to the real student. If he understands the sequence of events he is better able to write and speak effectively.

ANCIENT CLASSICS.

Great writers have ever presented the highest ideals for humanity and given precepts for their attainment. After the siftings of the ages we find in the ancient writers the pure metal without the dross.

Living, as it were, for a time amid the culture, refinement, and high intellectual attainments of the past ages, the student comes forth imbued with much of their spirit.

The first work is intended to be disciplinary. Attention is given especially to grammatical forms, analysis and synthesis. Later the minds are directed more to literature with a view of getting an insight into the method of thought of the ancients, their civilization, etc. Their relation to the present, and their influence upon it is dwelt upon as far as practicable. The one great aim is to give the student a clearer understanding of the relation of ideas—growth.

MODERN FOREIGN LANGUAGES.

French and German are not in sufficient demand to warrant giving them a place in the curriculum. Students, however, will be allowed to choose them as electives. The teacher, Mrs. L. M. Webb, is a native of Germany and a proficient teacher. Pupils in each of these studies will pay \$5 extra per term.

POLITICAL ECONOMY.

This is one of the newer sciences, and Political Economists are by no means agreed. Nevertheless, it is one of the most practical sciences of the day, and its principles should be the possession of many—not of the few only. A single term does not permit of the exhaustive study of the subject, but the students can in that time obtain a general view and prepare themselves for the intelligent study of any one of its numerous phases.

PSYCHOLOGY AND LOGIC.

Many of the most helpful studies, studies capable of daily application, come late in the course. Among these are Psychology and Logic. All men should know themselves and others. Educated men, especially, ought to know how to think correctly. All times, but none more than the present, emphasize these facts. An effort is made to make these studies of practical benefit.

MORAL SCIENCE.

This is one of the most difficult and profitable studies in the entire course. Especial attention is given to the fundamental question of Conscience, inclusive of the moral judgments and the ultimate ground of moral obligation. No student especially if he has the Ministry or the law in mind should think of considering his education complete without a thorough study of the subject. We have used as a text Robinson's Principles and Practices of Morality. In case the students are not sufficiently advanced, we assume the right to use a simpler text.

NORMAL DEPARTMENT.

COURSE OF STUDY.

FIRST YEAR—FALL TERM.

Latin.	Grammar—Reed & Kellogg's. Higher Lessons in English.
Elementary Algebra—Milne.	Zoology.
Outside Reading—Irvings	Washington and his Country; Hiawatha.

WINTER TERM.

Latin.	Grammar.
Algebra—Milne.	Physiology.
Outside Reading—Autobiography of Franklin; Gettysburg Speech, and other papers, Lincoln.	

SPRING TERM.

Latin.	Grammar.
Natural Philosophy.	Botany—Gray's School and Field Book.
Avery's First Principles.	
Outside Reading—Bryant; Webster's Bunker Hill, etc.; Sharp Eyes, and other Papers.	

SECOND YEAR.—FALL TERM.

General History or Bible—	Higher Algebra.
Elective.	
Geometry.	Geology.

WINTER TERM.

General History or Bible—	Higher Algebra.
Elective.	
Geometry.	Chemistry.

SPRING TERM.

Elements of Rhetoric—Hill.	Higher Algebra or Bible—
Geometry.	Elective.
	Physics.

THIRD YEAR.—FALL TERM.

English History.	Trigonometry.
Psychology.	Natural Philosophy.

WINTER TERM.

English History.	Trigonometry.
Psychology and Logic.	Natural Philosophy.

SPRING TERM.

English History.	Astronomy.
Moral Science.	Didactics—White's Pedagogy, Gregory's Seven Laws.

Outside reading in Scientific and Teacher's Courses the same as corresponding terms in Classical. All students taking any regular course will be expected to enter one of the classes in Literature, and to prepare compositions and orations for criticism by the Faculty.

We invite the special attention of those who expect to teach to this department. Our course for teachers is as strong as the scientific course in some institutions. We proceed upon the assumption that one must know the branch to be taught before he can teach. It has been quite the fad to lay stress upon methods. This has been done to such an extent that the teaching profession has been lowered and untold injury done pupils by a class of would-be teachers who thought if they were acquainted with a few methods, which others have used successfully, that they would succeed. This idea has been the bane of the profession.

NATURAL SCIENCES.

J. O. PYLE, M. A. AND J. D. MARTIN, B. S.

In no other departments of learning have the last few years so augmented the demands upon the public school

teacher as in that of the Natural Sciences. Not only have the courses of the high schools been made more extensive but at present in many of the country schools, the work in sciences is as thorough as was formerly done in the better high school.

Teachers must prepare themselves to meet this increased demand. If they can not pursue the Classical or Scientific courses we heartily recommend our Teacher's Course. While the Science work in this department is largely identical with that of the Preparatory or the Collegiate department it is thought that by lectures and suggestions (the teacher's), it can be made to meet all the demands of the public school teacher.

We believe that (after all) the most important and valuable knowledge to the teacher is a thorough knowledge of the facts and principles he is required to teach, together with a clear comprehension of how he himself obtained said knowledge. There is very little practical method beyond this.

(See remarks on Natural Sciences in other departments)

PEDAGOGICS.

The student is requested to bring with him all the text books he has on the subject for reference. Text books in this study have been discarded in the class-room. The work has been outlined by the teacher in advance and the student is expected to get his information from any and all sources. Three lines of study will be pursued: 1st, the teacher; 2nd, the taught; 3rd, the means of communication. Special emphasis will be laid upon the teacher. Let the teacher be well qualified, and he will not be a mere imitator; neither will he be at a loss to find suitable methods for the prosecution of his work. If he is but poorly prepared for his work, what little knowledge of methods he may have acquired will likely prove to him a snare. The observations of many will justify these remarks.

Ewing is justly proud of her students in the teaching profession. We doubt if any institution can point to as many in proportion to the numbers who are distinguishing themselves as instructors.

OUR LIBRARY

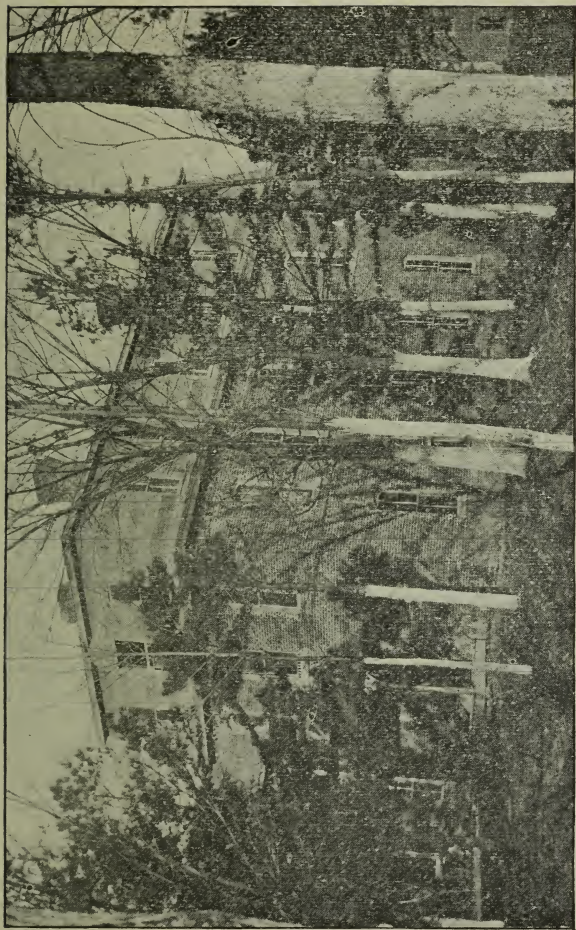
Has real attractions for the progressive teacher. It contains the best works on Pedagogy; Comenius, Froebel, Compayre, Herbart, Sanford, Lukens, Tracy, DeGarmo and others. These are valuable to the student who desires to do thorough work.

The studies of the spring term are arranged with special reference to the needs of those who desire to teach. The State course of study will be kept constantly in mind. A persistent effort will be made by the faculty to so aid the student that he can obtain his certificate because of his merits and not because he has been crammed for the occasion.

VOCAL MUSIC.

S. J. CARLOCK.

Singing is steadily and deservedly gaining a larger place in our public schools. That teachers and others who desire it may obtain the rudiments of song, Prof. S. J. Carlock will organize a class in vocal music at the opening of the Spring Term. The course of music indicated by the state will be borne in mind by the conductor. The price for twenty-four lessons will be only one dollar.



WAKEMAN HALL.

COURSE OF STUDY.

PREPARATORY DEPARTMENT.

FIRST YEAR—FALL TERM.

English Literature, American Authors.	Geography—Frye.
Arithmetic — White's Complete (New Edition).	Grammar—Graded Lessons.
Outside Reading—Miles Standish; Grandfather's Chair.	

WINTER TERM.

English Literature.	U. S. History—Fiske.
English and American Authors.	
Grammar.	Arithmetic.
Outside reading—Abbott's Life of Columbus; Enoch Arden.	

SPRING TERM.

Civil Government.—English Authors.	U. S. History—Fiske.
Grammar.	Arithmetic.
Outside Reading—Rules of Conduct, and other Papers, by George Washington; Birds and Bees; Deserted Village.	

SECOND YEAR.—FALL TERM.

Latin.	Grammar—Reed & Kellogg's.
	Higher Lessons in English.
Elementary Algebra—Milne.	Zoology.
Outside Reading—Irvings Washington and his Country; Hiawatha.	

WINTER TERM.

Latin.	| Grammar.
Algebra—Milne.	| Physiology.

Outside Reading—Autobiography of Franklin: Gettysburg Speech, and other papers, Lincoln.

SPRING TERM.

Latin.	| Grammar.
Natural Philosophy.	| Botany—Gray's School and
Avery's First Principles.	| Field Book.

Outside Reading—Bryant: Webster's Bunker Hill, etc.: Sharp Eyes, and other Papers.

THIRD YEAR—FALL TERM.

Latin.	| Higher Algebra—Milne.
Greek	| Geology—LeConte.

Outside Reading—Self Help: Smiles: Snow Bound: Julius Cæsar, Shakespeare.

WINTER TERM.

Latin.	| Greek.
Higher Algebra—Milne.	| Chemistry—Remsen.

Outside Reading—True Grandeur of Nations; Sumner; Lady of the Lake.

SPRING TERM.

Latin.	| Higher Algebra, or Elements
Physical Geography.	| of Rhetoric.—Elective.
Greek—Inductive Method.	

Outside Reading—Sir Rodger de Coverly Papers; Merchant of Venice; The Succession of Forest Trees and Wild Apples.

GEOGRAPHY AND U. S. HISTORY.

T. J. FOSTER.

GEOGRAPHY.

In few studies has the change of method been more radical in recent years than in the study of Geography. The ob-

ject of this study is no longer localities and their boundaries, but humanity. The earth is the home of man. He is affected by its topography, by its rivers, lakes, oceans, vegetation, winds and climate. Geography furnishes the basis of all our sciences.

Each geographical whole to be considered by the class, whether it be continent, state, island or sea, must be studied as a whole, as you would study an object in botany or zoology. It must be analyzed, its parts studied in their relation to the whole, to each other and civilization.

The topical method of assigning lessons is especially desirable in geographical teaching. Outlines of related topics, more or less minute, should be given the class as a guide to study, and should be used also as a guide to each pupil's recitation. The question and answer method where the teacher uses many more words than the pupil should rarely be used.

HISTORY

History is the life development of a people. Its development is seen along the five institutional lines of the family, church, state, industrial and educational institutions: attention is given to the people, their conditions, habits, general character, and how these combine to produce the many revolutions, social, political, industrial and religious.

In the study of United States History the student is made acquainted with the events of the different periods, and as nearly as possible, the causes that brought them about. A more intelligent citizenship that can look forward to the results of the various policies is greatly needed.

GENERAL HISTORY.

ALICE RICHESON.

In General History it is desired to give the student a general idea of the world's story that he may get an insight into the close union of the whole human race, and at the same time broaden his field of vision.

GRAMMAR.

ALICE MARTIN.

Much attention is given to the language of students in all recitations. They are frequently called upon to reproduce without notes, lectures given by teachers. Practical and efficient training is given in punctuation and orthography.

In technical grammar the instructions are based on reason, that authority being considered best which can give the best reasons. The student is regularly called upon to master the thought of strong and beautiful sentences. His mastery is tested by oral and shorthand analysis (the diagram). He is thus led to recognize the various shades of thought which may frequently be obtained from the same sentence. The aim in this part of the course is to emphasize thought and its definite expression.

RHETORIC.

J. O. PYLE.

ELEMENTS—In this study particular attention is given to the beauties and values of various styles of composition. The chief aim is to impart to the pupil power in original composition.

LITERATURE AND LITERARY CRITICISM.

MRS. L. L. LEAVITT.

"Literature has a grand teaching function, instructing men in politics, in morals and manners, in taste, and in religion, expanding their minds, filling them with high ideals, and in all ways refining their character and enobling their life." The realization of the relation of literature to life, has led to an increased interest in the study (of literature). Our course includes the study of one or more works of the best English and American authors, reading and analysis of the same, a knowledge of the authors, memorizing of finest passages and literary criticism.

The objects of this study are to give the student a knowledge of literature; to develop a love for the best literature; to furnish him a standard by which he may judge literary works, and to add to his intellectual power, and strengthen his moral judgments.

The works selected are inspiring and uplifting in their influence upon life and character, and fitted to serve the purpose of developing a sense of what real literature is, in form and spirit.

LONGFELLOW. Evangeline, Miles Standish and other selections.

LOWELL. Vision of Sir Launfal, The Present Crisis, selections from Table for Critics.

WHITTIER. Snow Bound and selections.

HOLMES. Selections.

BRYANT. Selections.

EMMERSON'S ESSAYS.

HAWTHORNE. The Great Stone face.

POE. Selections.

LIVING AUTHORS. Wm. Dean Howells, Mark Twain and others.

Study of authors and reading of selections from their works.

SHAKESPEARE. Julius Cæsar and Merchant of Venice.

TENNYSON.

BURNS.

CARLYLE'S ESSAY ON BURNS.

ORATIONS. Webster's Bunker Hill Oration, selections from Everett, Clay, Phillips, Choate and Burke.

ELOCUTION.

Good elocution consists in the natural expression of thought by speech and gesture. Thought being the product of the spiritual man, and speech and gesture its expression

through the physical man, the physical being should be trained to serve the mind and spirit.

The aim in this department is to develop the students power of expression. The expression of thought and feeling should be in the simplest and purest harmony with the elements of the individual nature? We strive to distinguish the true from the false, the original from the borrowed, nature from habit, that we may develop the true self. The student is led to think and feel, not to imitate. To do this requires thought, study and analysis. To secure the best results Literature should be studied in connection with elocution.

The work in this department is extra; but we are able to quote prices far below those of other institutions:

24 lessons in class.....	\$ 3.00
12 lessons in class, 12 private.....	5.00
12 lessons, private.....	3.50
24 lessons, private.....	5.50

MATHEMATICS.

J. D. MARTIN, B. S.

The guiding principle of the instructors in this science is that each subject must be so logically presented that every student who can be induced to think must recognize the truth of each solution or demonstration.

In arithmetic, rules, classifications and formulæ, are largely ignored. The student is led into complete mastery of the subjects through the principles involved. Much oral analysis is required, and the student is encouraged to base his mathematical knowledge upon principles which he can understand, rather than upon the word of any author. Algebra has not always been an interesting study, especially to younger students. In Elementary Algebra a text book will be used which, while it contains the elementary principles and processes of the science, is arranged in such a manner that the student is led on by very many practical problems, which he will have little difficulty in solving until he has grown into a love for the science when he will be

willing to sacrifice the hours of labor necessary for the mastery of the complete algebra. In Geometry, Trigonometry and Analytical Geometry, while we do not lose sight of the mental drill to be obtained from the abstract reasoning and demonstrations, yet an effort is made to introduce as many easy, practical problems as the time will permit, which serve to fix the principles, in mind as well as their applications. In Calculus the work will be based upon the method of rates, and independent reasoning will be encouraged.

NATURAL SCIENCES.

J. O. PYLE.

The Science course in this department are necessarily elementary. They are given with the view to prepare the student for the higher work of the Collegiate Department, yet they comprise the very work calculated to give the student an understanding of the natural forces about him, and a power over them although he should pursue their study no longer.

The students attention is called to the simpler and familiar phenomenae of his every day life, he is taught to observe for himself and show how to reason from the date of his observations to the discovery of new data and general principles, until he may obtain a knowledge of the laws of Nature and gain a power over the environments that envelope his life.

ZOOLOGY.

No other study can be of greater interest nor of more value to the student than Zoology, if it be properly presented. It leads him at once to an intelligent conception of life as a whole, and prepares the way for the more important study, the life of his own being.

The student will make an individual study under the direction of the teacher of at least one typical form and branch, and as many others as time will allow. It is believed that a little done intelligently and well, is better than a great deal done poorly and confusedly. Therefore instead

of burdening the students memory with a great number of forms he has no knowledge of, he is taught thoroughly the structure and habits of a few typical forms and thereby empowered to study and classify by himself the new forms which he may meet.

The student is in possession of simple and compound microscopes sufficient to meet the need of this department in the study of minute structures and forms.

BOTANY.

What has been said of Zoology applies largely to Botany. The methods used in teaching the two subjects are very much alike. By their use the student will acquire knowledge of first importance and in such way as to give him what is more valuable than knowledge, the power of acquisition.

An effort is made also to lead the student to the appreciation of the esthetic phase of plant life.

The College contains some very fine botanical charts, which will aid the student greatly in his study of typical organs and structures.

PHYSIOLOGY.

While Physiology in its narrowest sense perhaps includes neither Anatomy nor Hygiene, yet some knowledge of the former is necessary to a proper study of it, and the latter grows out of it as the important consequent, so that Physiology in its broader sense includes both of these. In this broader sense, Human Physiology is certainly the most important study of all the Natural Sciences. In view of this, the subject is taught with the greatest care and seriousness. Here more than in any other subject, it is attempted to impress the student with vital facts and foundation principles.

The college has numerous charts, manikins, models, skeletons, etc., which greatly aids in the development of the study of the organs and viscera of the lower animals as is deemed helpful.

CHEMISTRY.

In Chemistry it is intended to give the student a good working knowledge of the subject, and a more intelligent acquaintance with the familiar elementary substances and compounds. Such experiments are performed as are best calculated to give the student a reasonable understanding of the subject and power to pursue it further.

Great effort is made to impress upon the pupil the importance and practicability of a knowledge of Chemistry in the pursuit of other studies.

The college possesses ample apparatus and chemicals to meet the needs of the course.

GEOLOGY.

Geology is a most fascinating and valuable study and well calculated to excite interest and reverence in the student. No other study is so well suited to impress upon the pupil at once the infinitude of the forces about him and in spite of them his own responsibility and freedom.

Here as elsewhere the student is taught to observe, his attention is called to familiar data and he is led to the most general principles that he may gain a power to pursue the study by himself.

The student has access to a very good Geological cabinet, including a great many and a great variety of fossils.

PHYSICS.

Physics is regarded as one of the best studies in the course to awaken and develop independent thinking. We try by persistent effort to make it such. The college has a very respectable collection of physical apparatus, but it is not allowed to become a showman's trappings before the class. The operation of each piece of apparatus is looked upon as a more or less imperfect manifestation of the relation of cause and effect.

BUSINESS DEPARTMENT.

MISS ALICE MARTIN.

The studies in this course are commercial law, commercial arithmetic, book-keeping, phonography and type-writing. These with such other studies as the student may choose from the Academic department will give him a good practical education. We commend this course to those who cannot take a more extended education.

Book-keeping should be studied by everybody. The same may be said of

PHONOGRAPHY.

It saves time and labor, furnishes professional employment and educates.

Prof. Geo. E. Seymour, of the St. Louis High Schools, says: "The pursuit of phonography in our schools cannot be too earnestly advised. It tends to cultivate habits of clearness of thought and brevity of expression. It tends to cultivate the habit of close and accurate observation, of clear and searching analysis. It tends to cultivate habits of distinct and correct enunciation, and to make students alert and thoughtful in all they undertake."

We use the Ben Pitman system. The fact that 34.7 per cent. of all teachers of short hand use this system is the best possible recommendation of it.

Those desiring what is known as a business education can obtain it here for a fraction of what it will cost them in the cities. This is a fact worthy of being remembered, and to which young people should not be made blind by specious promises of employment.

DIVINITY DEPARTMENT.

COURSE OF STUDY.

FIRST YEAR—FALL TERM.

English Literature.—American Authors.	Geography.—Frye's.
Arithmetic.—White's Complete (New Edition.)	Grammar.—Graded Lessons.

WINTER TERM.

English Literature.—American and English Authors.	U. S. History.
Grammar.	Arithmetic.

SPRING TERM.

English Literature —English Authors.	Grammar.
Civil Government.	U. S. History.
	Arithmetic.

SECOND YEAR.—FALL TERM.

Latin.	Grammar.—Reed and Kellog's Higher Lessons in English.
Elementary Algebra.	Zoology.
Outside Reading—Self-help, Smiles, Highways of Literature.	

WINTER TERM.

Latin.	Grammar.
Algebra.	Physiology.—Brown.
Outside Reading—Todd's Student Manna.	

SPRING TERM.

Latin.	Grammar.
Natural Philosophy—Avery's	Elements of Rhetoric.
First Principles.	
Outside Reading—Manhood's Morning, Conwell.	

THIRD YEAR—FALL TERM.

Pentateuch and Historical	Higher Algebra.
Books of the Bible.	
Greek.	Geology.
Outside Reading—The Ministry of the Spirit. A. J. Gordon.	

WINTER TERM.

Poetical and Prophetical	Greek.
Books.	
Higher Algebra.	Chemistry—Remsen
Outside Reading—Choice of Books, Richardson, the Grandeur of Nations, Sumner. Essay on Milton, Macauley.	

SPRING TERM.

New Testament Books.	New Testament Greek. Rhetoric.—Science of
Physical Geography.	
Outside Reading—Emmerson's Essays, Macauley's Essays.	

FOURTH YEAR.—FALL TERM.

Life of Christ.	Lectures on Pastoral Theology.
Church History.	
	General History—Meyers Elocution.
Outside Reading.—History of Civilization, Guizot. Reformed Pastor, Baxter.	

WINTER TERM.

Life of Christ.	General History.
Baptist Church History.	
Lectures on Pastoral Work.	Elocution.
Outside Reading.—Broadus Homiletics.	

SPRING TERM.

Life of Christ	Elocution.
Baptist Missions.	
The Greater Life and Work of Christ.	Pedagogy.
Outside Reading.—In Christ. A. J. Gordon.	

FIFTH YEAR.—FALL TERM.

English Literature.	Political Economy.
Psychology.	English History.
Outside Reading.—Men and Books. Phelps.	

WINTER TERM.

English Literature.	Christian Evidences.
Pauline Epistles	English History.
Psychology and Logic.	

SPRING TERM.

Systematic Theology.	General Epistles.
Moral Science.	Astronomy.

The need of an educated ministry increases with the years. It will not be obtained by the majority of our ministry in institutions at a distance. And by far the greater part of those who seek an education at a distance never return to minister to those who sent them first. It follows then that if our ministry obtain an education we must provide the means and put it within their reach. It is to meet this need that this preceding course of study has been arranged. We are well aware that the greater part of it does not pertain strictly to a Divinity Course. But the necessity is upon us to adjust ourselves to our surroundings; and our surroundings demand that the men whom God has called to the ministry among us have a general education supplemented by a knowledge of the scriptures and a few other studies germane to their work. We believe that the course we have mapped out is a practical one, and hope that it will stimulate some to obtain an education who otherwise would not do so, and others to more thorough work.

BIBLICAL LITERATURE.

There is no book comparable with the Bible as literature. Yet the ignorance of the book, even among students, who boast somewhat of their attainments, is marvelous and lamentable. Since the beginning of the Academic year of 1893-94, the Bible has been taught to all. This was done by lengthening the chapel exercises to one-half hour. The

lessons are consecutive, and are assigned the day before. Sometimes the instruction is catechetical, sometimes it assumes the lecture form. By this means an effort is made daily to train the sensibilities and the will. This is done in the manner explained, and does not detract from the discipline of the intellect, but materially aids it. In addition to the above, instruction is given daily in

BIBICAL THEOLOGY

To such as desire it. A three years course has been prepared covering the entire Bible. The first years work embraces the outline study of all the books of the Bible; the second, the Gospels, or Life of Christ, and the third, the Apostolic age including a study of the epistles. This is especially helpful to students for the Ministry. The method pursued is the inductive. And when the preacher comes to know the Book, the preparation of sermons becomes easy. He is no longer tempted to plagiarize, neither is he compelled to evolve sermons out of his own brain. The result is he has time for collateral reading, and becomes a Biblical preacher. After the student has mined the doctrines for himself it is comparatively easy for him to form his own systematic theology. He then reads the systematic theology of others intelligently, with pleasure and permanent profit.

HOMILETICS.

There is no formal study of Homiletics attempted. The class usually meet one of the professors every Thursday night. Analyses of sermons are put on the board by students designated for that purpose. After a statement by the author a free discussion follows. This exercise is practical and exceedingly helpful. If the work of a student is misjudged he has the opportunity to defend himself. If he is in error he is made clearly to see how it is. This exercise results in the development of the analytic powers and higher sermonic ideals.

THEISTIC AND CHRISTIAN EVIDENCES.

This study comes late in the course, when the mental powers of the student are supposed to be well developed.

Therefore he is not given a text-book but required to do independent work. He is asked to go to the original sources, discover the evidences for himself and submit his arguments and conclusions in due form to the class. After the field has been surveyed the students are required to arrange the arguments presented by the class into a uniform system. This done, the whole is rapidly reviewed with a text-book. By this method the powers and independence of the pupil are developed to a degree impossible when a text-book or the lectures of another are followed.

MINISTERIAL AID.

For wise reasons the call to the ministry comes almost exclusively to the poor. And because of poverty, only a fraction of those who feel themselves called to the work are in attendance. To aid and encourage this work the faculty make no charge for tuition of ministerial students who are heads of families, or who occupy rooms in Wakeman Hall, and whose deportment is exemplary. They are, however, expected to pay the contingent, the lecture and library fees \$1.75. As a further aid to this work the

SOUTHERN ILLINOIS EDUCATION SOCIETY

Was organized. This work has a larger place each year in the hearts of Christians. If they fully understood how much they could advance the Master's cause by contributions to this department, their liberality would abound. The money given for this purpose is usually loaned without interest to students—not donated.

Many of the ministerial students partially, and some entirely, support themselves by the pastoral care of neighboring churches. To entitle them, however, to assistance, they must be licensed by their respective churches. And we request the churches to exercise extreme care in the issue of licenses. The Rev. W. P. Throgmorton, D. D., Du Quoin, Ill. is the president of this association. Those desiring aid should correspond with him. Misbehavior forfeits past grants.

DEPARTMENT OF MUSIC.

ALICE LICHTY.

The study of music is pursued according to the most advanced methods, and those desiring to take a thorough course will find the same opportunities here at much lower rate of tuition than that charged in Conservatories affecting similar advantages.

Diplomas are awarded pupils completing either piano or the vocal course.

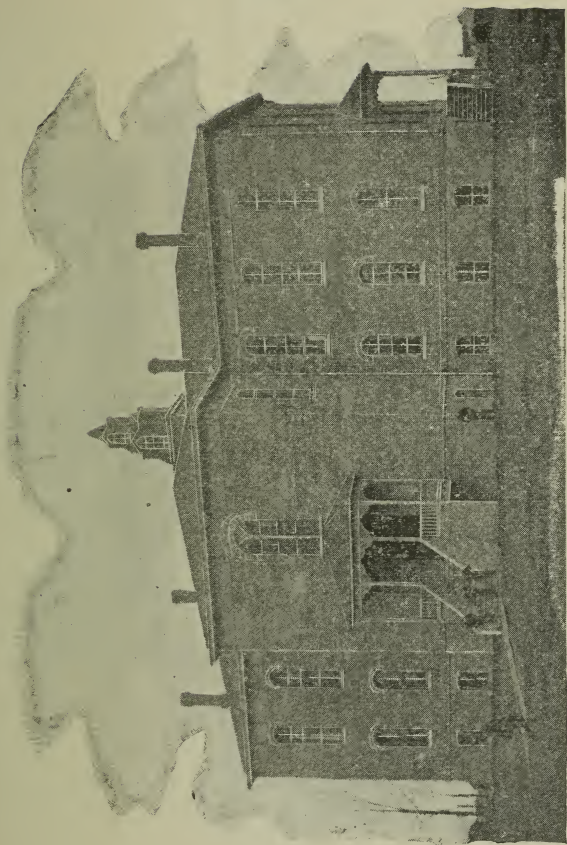
The system of short daily lessons in use here possesses great advantages over that pursued in most schools. It brings the practice of the pupils under the constant supervision of the teacher, correcting errors before they become fixed, and arouse more enthusiasm in the work.

The piano course is designed mainly to show the character of the work done. Studies will be substituted or omitted at the discretion of the teacher.

Graduates are required to study harmony and musical history.

The Mason system of touch and technic secures accuracy and velocity as well as a touch both delicate and strong, in a much shorter time, and more agreeably to the student than by the old routine of day "finger exercises" and etudes wholly without musical interest. Technique though important is only a means to an end, i e. to interpret the work of the best modern and classical composers. Hence an effort is made to awaken a love for this beautiful and ennobling art, music.

Special attention will be given to memorizing, sight reading and the practice of sacred music, branches of music study too often neglected.



WILLARD HALL.

COURSE OF STUDY.—PIANO.

GRADE 1.

Exercises for ear training.
 Exercises to play without notes.
 Dictation exercises (written) in rotation and rhythm.
 Mason two-finger exercise.
 Mason's Standard Studies Book 1.
 Enchasen Duets, Book 1.

GRADE 2.

Mason Technics.
 Standard Studies Book 2.
 Mathews Introduction to Phrasing.
 Pressis School of four-hand playing.
 Scale studies W. G. S. Wilson G. Smith's Scales, Book 1.

GRADE 3.

Mason's Technic (with metronome).
 Standard Studies, Book 3.
 Mathews Phrasing, Book 1.
 W. G. Smith's Scale Studies, Book 2.
 Solos and Duets by Standard Authors.

GRADE 4.

Mason's Technic (with metronome).
 Cjerny, Op. 299.
 Wilson G. Smith's Eight Measure Studies Books 1 and 2.
 Solos and Duets.

GRADE 5.

Mason's Technic (with metronome).
 Standard Studies, Book 5.
 Theo. Presser, Selected Octave Studies.
 Standard and Classical Solos.

GRADE 6.

Mason's Technic.
 Standard Studies, Book 6.
 Cramer, 50 select studies.
 A most extended study of the Classical and Romantic Composers.

VOCAL MUSIC.

Vocal music is a most useful as well as a pleasing accomplishment. In the home, in the church and in social circles good singers are everywhere in demand.

The facilities afforded here for the study of voice culture are exceptionally fine. A rare voice may be ruined easily by a poor method or an inexperienced teacher.

Miss Lichty has been particularly successful in teaching this branch of music and her pupils are highly and deservedly complimented upon their rapid improvement and artistic rendering of simple ballads, sacred music and the more difficult selections from Opera and Oratorio.

COURSE OF STUDY.

It is difficult to outline a course in vocal culture as each voice requires especial treatment.

Particular attention is paid to breathing, as the foundation of all healthful and natural singing.

Exercises for placing the voice, with Standard English songs occupy the first year.

The aim is to develop flexibility, improve the quality and strengthen the voice.

Studies will be selected from Vaccai, Marchesi, Bonaldi, Panofka and others.

During the entire course, Standard English and German songs are given and advanced pupils study selections from the best operas and oratorios.

EXPENSES:

Music, per term	\$10 00
Voice Culture, per term.....	10 00
Harmony	5 00
Music and Academic Studies, per term	15 00
Music and Collegiate Studies, per term	16 00
Use of organ or piano for musical practice one hour each day, per term.....	2 00
Two hours each day, per term	3 50
Three hours each day, per term	4 50
Contingent, Lecture and Library fees per term.....	1 75
Rooms in Cottage, fuel and light furnished, 50 cents to Board in College dining hall at cost. Average for last year, per week.....	1 00
	1 50

ACCOMMODATIONS.

New comers are surprised at the good quality of our accommodations and the reasonableness of our terms.

HUDELSON COTTAGE NO. 2.

This home for young ladies would pass for one of the best residences in Southern Illinois. It is heated with steam and the rooms are elegantly furnished. The building is supplied with hot and cold water and other modern conveniences. This home for young ladies is in charge of Mr. and Mrs. B. M. Godwin. Their superintendence is a guaranty to the thoughtful parent who is contemplating sending his daughter away from home, that his child will receive suitable attention. No place is more private. The price of rooms is 75 cents, or \$1.00 per week according to location. Students are expected to have room mates.

HUDELSON COTTAGE NO. 1.

This is a home-like building occupied by the matron and comfortably furnished. The price of rooms furnished in this building is only fifty cents per week.

Young ladies desirous of occupying either cottage should bring with them bed linen, pillow, quilts, towels, napkins and if they choose knife and fork.

WAKEMAN HALL.

This building is capable of accommodating a limited number of young men. The rooms are fairly furnished. Fuel is supplied at cost. Young men desiring rooms should apply in advance and bring with them the same supplies as the young ladies at the cottages. This building during the coming year will be in charge of one of the teachers, Mr. T. J. Foster. Some of the advantages of rooming on college grounds are a more intimate acquaintance with the faculty and greater social privileges.

Price of rooms to single occupant 35 cents per week. When two occupy the same room the price is only twenty-five cents a week.

BOARD AT COST.

It is not only a great convenience to have rooms on the college grounds, but a saving. At few other places can the student get the full value of the money he pays for his board. By this arrangement a student can complete a college course at a small figure.

A part of the faculty board at the college dining hall. They prefer it to boarding in families. The average cost has been \$1.50 per week.

SELF-BOARDING.

There are always some who prefer self-boarding, as this enables them to economize still farther. Such can obtain rooms for a reasoable figure.

BOAD IN FAMILIES.

This can be obtained with room for \$2.50 per week.

TEXT BOOKS.

Students are advised to bring with them such books as they have. Others that they need can be obtained from the college at a slight advance upon the cost.

ADVANTAGES.

LOCATION.

Ewing College is located at Ewing, Franklin county, the geographical center of Southern Illinois. The Chicago & Eastern Illinois R. R. runs within a short distance, giving us nearly all the advantages of a railroad town without its disadvantages. The fact that Ewing is a small vil-

lage is sometimes used as an argument against the institution. There are those who have reflected more and see farther. These cannot understand why, when character is the chief aim of education, that the young, in one of the most critical periods of life, should be sent to a large place where there are the greatest possible number of temptations; nor why, when their future success depends largely upon the development of the powers of concentration, they should be sent where there are the greatest possible number of distractions. Wisdom dictates that students should not go to the great cities until character is formed and they are ready for University training. Here they are not surrounded with the distractions, temptations and vices which are incident to the larger towns, and which cause the thoughtful parent to hesitate long before sending his child from the parental roof.

INEXPENSIVENESS.

We have arrangements here which may enable many a young man and woman to attend college, who otherwise would not be able to do so. Students rooming in college buildings obtain their board at COST. This arrangement has given great satisfaction. The young men are greatly pleased with their rooms in Wakeman Hall. These accommodations are unsurpassed anywhere. One hundred dollars will nearly pay the necessary expenses of a young man for a school year. By self-boarding, students have met all the expenses of a term for \$25.

ENVIRONMENT.

We have already referred to the fact that students here are not in contact with the evil or distracting influences of a larger place. On the contrary, they are mainly in an atmosphere of school life only. Ewing is probably more nearly a college settlement than any other place in Illinois. The younger pupils have a great advantage in coming into close personal contact with the more advanced pupils and with the faculty. Our pupils largely come from Christian country homes. The reflex influence, morally and intellectually, which they exert upon one another is, as a rule, safe and helpful. Parents should remember that

these early friendships and influences are among the greatest benefits conferred by any school.

THE CHARACTER OF THE EDUCATION AFFORDED.

The wisdom of simply disciplining the mind of the unregenerate is questionable. It may be the putting of an edge on tools to be used for an evil purpose. While education at Ewing may not be ideal, all the faculty endeavor to remember that the intellect is only a small part of man, and that the entire man is to be educated. This of course can be done only in a Christian institution. And while all may not be achieved which we desire, yet we believe that this is a school not only for mental discipline but also for character building.

READING ROOM.

The reading room is supplied with magazines and periodicals, local and general, religious and secular. This enables the enterprising student to keep in touch with the outside world and the times.

PRIZES.

We have two of them. They are rewards for literary merit.

THE MORRIS MEDAL.

Dr. C. C. Morris, M. A., Superintendent of the Baptist Hospital, St. Louis, Mo., offers a gold medal for the best oration of the graduating class. The judges are to pass upon the thought, its expression and the delivery of the speaker. This was won in 1898 by A. I. Jones.

THE MARIA ELIZABETH BRYAN PRIZE

For the best essay on the Science of Government consists of silver dollars. the interest of a fund given by William Jennings Bryan, in memory of his mother, the first Lady Principal of Ewing College It was won in 1898 by B. M. Godwin.

MUSEUM.

We have thousands of Geological specimens from all parts of the world. Through the kindness of Mrs. L. C. Axtell we also have a goodly number of specimens in the Zoological department. These are invaluable to the students of these branches.

LIBRARY.

The number of volumes in the library has been greatly increased by the addition of the Everett library containing many helpful works, the gift of Mrs. W. P. Everett, Elgin, Illinois. Valuable donations have been received from other sources. Among recent gifts are the best histories of the United States, and the standard works on Pedagogy.

Through the kindness of Hon. J. R. Campbell, M. C., arrangements have been made recently by which the college receives directly from Washington all donations bestowed upon any library. Some of the government works are very valuable, and furnish those who desire to do special work golden opportunities. Those individuals who leave out this advantage in their reckoning do not know what they are losing.

THE LITERARY SOCIETIES.

No description of the advantages of Ewing College would be complete without mention of the Societies. There are two of them, the Pythagorean and Logossian. A generous rivalry prompts each to do its best. They call for much literary work. In them the student learns to face an audience, to think on his feet, to express what he knows, to reply effectively to an opponent.

Former students are loud in their praise, the faculty acknowledges them to be leading educational factors, and educators generally freely admit that the societies of the great Universities are not comparable in helpfulness to the literary societies of the smaller colleges. Our literary societies have commodious and well furnished halls, are in

full sympathy with the college and in our opinion are doing their full share in the training of future leaders in church and nation.

RECENT DONATIONS.

In addition to large subscriptions for the liquidation of college indebtedness and the creation of an endowment fund, and smaller gifts like single volumes of book we may name; the William McNeal Fund. Captain McNeal was for some years a trustee of this institution, and by his request his widow has made over to the institution property valued at \$600.00. The income is to be devoted to ministerial education.

AXTELL CABINET.

This consists of a large number of Zoological specimens much needed by the institution, the gift of Mrs. L. C. Axtell.

LECTURES.

Arrangements have been made for the following lectures. Others may be expected.

Prof. Albion W. Small, Ph. D., Chicago, Ill.

Johnston Myers, D. D. Chicago, Ill.

Fuller Swift, Columbia, Ind.

Dr. David Berry, Carmi, Ill.—two lectures.

A series by members of the faculty. And a series by Rev Wm. A. Mathews, M. A. entitled "The argument for the Scriptures."

1st. "Scripture and its Argument."

2nd. "The Argument from its Authorship."

3rd. "The Argument from its Unity."

4th. "The Argument from its Science."

5th. "The Argument from its History."

6th. "The Argument from its Style."

7th. "The Argument from its Sufficiency."

8th. "The Argument from Prophecy."

9th. "The Argument from Revelation."

10th. "The Argument from the Person of Christ."

MANAGEMENT.

Self-government is the great problem which the Creator has placed before the nations and every individual of the race. It is the constant aim of the Trustees and Faculty to help the students to a solution of this problem. They are expected to comply promptly and cheerfully with all requests of the authorities. A failure to do this will be considered sufficient ground for suspension or expulsion.

DEGREES.

The degree of Bachelor of Arts is conferred on those who complete, in a satisfactory manner, the Classical Course.

The degree of Bachelor of Science is conferred on those students who satisfactorily complete the Scientific Course.

Suitable diplomas are given to those students who satisfactorily complete either the Music Course or the Teachers' Course. Graduates in the Teachers' Course must be the possessors of first-grade certificates.

Certificates of proficiency in certain studies may be given to such students as merit them.

All receiving degrees are expected to pay \$5.00 each for their diplomas; those in Teachers' and Musical Courses are required to pay \$3.00.

No degree, diploma or certificate, however, will be given to any student who is under censure of the College Authorities, whose moral character is not good, whose average report in studies is under 75, or whose minimum report in any study is under 60.

EXPENSES:

Academic Department, per term, (two years).....	\$ 9 00
Academic Department, per term, (third year,).....	10 00
Collegiate Department, per term.....	10 00
Music and Academic Studies, per term.....	15 00
Music and Collegiate Studies, per term.....	16 00
For Music only see that department.	

Phonography.....	5 00
Phonography and Typewriting.....	7 00
Phonography and Literary Studies.....	15 00
Contingent fee, payable by each student, per term....	1 00
Lecture fee.....	50
Library fee.....	25
Rooms in Wakeman Hall, per week.....	35
Rooms in Hudelson Cottages, fuel and light furnished	50 cents to 1 00
Board in College dining hall at cost. Average for last year, per week.....	1 50
Board in families, including room, fuel, lights and washing, per week.....	\$2.25 to 2 75
Self-boarding	\$1.00 to 1 50
Chemicals furnished students in chemistry at cost.	

ESTIMATED COST

For a young man for one term.

Board	\$19 50
Room rent	3 25
Tuition	9 00
Contingent, library and lecture fees	1 75
Washing	3 00
Fuel and lights.....	3 00
Books	3 00
Total	40.90

The cost to young ladies is about 40 cents more per week.

Reduction of one-half of the tuition is made to the children of such clergy as need it and whose deportment is exemplary. Tuition in all departments, contingent fees and fees for use of musical instruments, are payable in advance. Money is never refunded on account of non-attendance unless occasioned by protracted sickness of the student.

TO PARENTS.

If you wish information or to make suggestions, write and write freely. Your requests will be complied with so far

as is possible. If you can possibly avoid it do not send for your children until the close of the term. It is disorganizing in its effects upon the school, and entails serious loss upon the pupils.

Continue your children in school so long as you can, providing they are making a wise use of their time. A good education is worth vastly more to them than the inheritance of wealth.

TO PROSPECTIVE STUDENTS.

Do not remain at home because of a limited preparation. Come, and we will adapt ourselves to your need.

Many would do well to come earlier than they do. Undoubtedly in many instances, they can do still more work in the home school, and we will give them credit for what they do. But under the experienced teachers here they will do much more and better work here than at home.

Students are expected not to absent themselves from school without permission of the faculty.

Students expecting rooms in Wakeman Hall, or in the Ladies' Cottages, should bring with them bed linen, towels and napkins, pillow and one or more quilts; also knife and fork if convenient. We also suggest the wisdom of securing rooms before arrival.

Students coming by rail should buy tickets to Whittington. Hacks meet all trains.

In order to keep a pure moral atmosphere among our students, we deem it necessary to require all applicants to present evidence of good character. Those not acquainted with some member of the Faculty, or Board of Trustees, may give reference or furnish recommendations.

Students can enter at any time.

GRADUATES.

Jones, Archie Israel B. S.
 Mansell, Lyman Beecher, Teachers' Course.
 Hay, John, Teachers' Course.
 Richeson, Alice, Teachers' Course.

SENIORS.

Jones, A. I., B. A..... Bourbon, Illinois
 Rosè, Marion Amos, B. S.... Gresham, Illinois
 Foster, Thomas J., B. A..... Gresham, Illinois
 Webb, Kate, T. C.... Ewing, Illinois

JUNIORS.

Bramlet, Warren Reuben..... Eldorado, Illinois
 Rawls, Joseph Edgar..... Dahlgren, Illinois
 Richeson, Alice, B. S..... Ewing, Illinois
 Upchurch, Oscar Conrade... Ewing, Illinois
 White, Joseph Henry..... Carmi, Illinois

SOPHOMORE.

Clayton, John Wesley..... Ewing, Illinois
 Echols, Harry Augustus..... McLeansboro, Illinois
 Fowler, Sydney Madison..... Crab Orchard, Illinois
 Galloway, Harrisburg Pennsylvania,..... Benton, Illinois
 Hill, James Jones..... Ewing, Illinois
 Iliff, John Gilroy..... Elizabethtown, Illinois
 Joiner, William Henry..... Ewing, Illinois
 Kelley, Ovid..... Ewing, Illinois
 Leavitt, Halsey Brown..... Ewing, Illinois

McCollom, Robt. Milo.....	Louisville, Illinois
Phillips, Ezra.....	Ewing, Illinois
Sigler, Emanuel Christopher....	Norris City, Illinois
Summers, Arthur E.....	Opdyke, Illinois
Spriggs, John.....	Louisville, Illinois
Webb, Floyd Edmond.....	Webb's Hill, Illinois

FRESHMAN.

Bays, Elmer.....	Ewing, Illinois
Beaty, Walter Patton.....	Spring Garden, Illinois
Bince, Bertha Earle.....	Belmont, Illinois
Clark, Ethel Jane.....	Ewing, Illinois
Cover, Carrie Dell.....	Tunnell Hill, Illinois
Godwin, Brunce Marcus.....	Lake City, Illinois
Graddy, Lolle ...	Mt. Vernon, Indiana
Hepburn, James.....	Mt. Vernon, Illinois
Ingram, Melvin Chalon.....	Frisco, Illinois
Lovan, Earnest Owen.....	McLeansboro, Illinois
Moore Gustavus.....	Effingham, Illinois
Pyles, Ulys.....	Stokes, Illinois
Rock, Maude Josephine.....	Sadorus, Illinois
Smoot, Harvey Alonzo.	Tunnel Hill, Illinois
Williams, Alsa.....	Spring Garden, Illinois
Webb, Dollie.....	Webbs Hill, Illinois

PREPARATORY DEPARTMENT.

Allen, Woodson Arthur.....	Marissa, Illinois
Allen, William H.....	Marissa, Illinois
Allen, Joseph Herschel.....	Marissa, Illinois
Allen, Chester Augustus.....	Iua, Illinois
Brookman, Wm. Duff.....	Mt. Vernon, Illinois
Bennett, David Francis.....	Mt. Vernon, Illinois
Burgess, Maude	Johnston City, Illinois
Burgess, Gervais.....	Johnston City, Illinois
Barnett, Rosa May.....	Keensburg, Illinois
Baker, Emmett Wilson.....	Ewing, Illinois
Clark, Walter.....	Ewing, Illinois
Clark, Emmett Henry.....	Ewing, Illinois
Clayton, Leonard Lambert....	Johnston City, Illinois
Carlock, George Pinkney.....	Ware, Illinois

Cox, Arthur David.....	Murphysboro, Illinois
Carr, Josie Belle.....	Ewing, Illinois
Cramer, Thomas Cecil.....	Iuka, Illinois
Clayton, Melvin D.....	Ewing, Illinois
Clayton, Gertrude May.....	Ewing, Illinois
Crawford, Walter Beardley.....	Frankfort, Illinois
Dalby, Walter Everett.....	Elk Prairie, Illinois
Dearing, Robert Palmer.....	Ewing, Illinois
Downen, Francis Clyde.....	Thompsonville, Illinois
Easley, Frank.....	Benton, Illinois
Gammon, Geo. Milford.....	Akin, Illinois
Glasscock, Elmer Newton.....	Raleigh, Illinois
Gifford, Harvey Allen....	Frisco, Illinois
Hayes, Dallas.....	Ewing, Illinois
Hill, Alice.....	Ewing, Illinois
Hill, Wm. Edgar.....	Ewing, Illinois
Hinderer, Henry Adam.....	Iuka, Illinois
Harris, John Marshall.....	West Frankfort, Illinois
Harris, Dollie.....	West Frankfort, Illinois
Hall, Inman.....	Walpole, Illinois
Higgerson, Walter W.....	Benton, Illinois
Irvin, Cyrus Hughes.....	Rosewood, Illinois
Keller, Jake.....	Steelville, Illinois
Kelley, Joel Rolley....	Oaklevel, Kentucky
Kelley, Joseph Bunyan.....	De Soto, Illinois
Link, Riley Hatton.....	Ewing, Illinois
Murphy, Charles A.....	West Frankfort, Illinois
Miller, Minnie.....	Ewing, Illinois
Miller, Fred.....	Ewing, Illinois
Millson, Wm. Bryan.....	Salem, Illinois
McDonald, Charles Mason.....	McLeansboro, Illinois
Nelson, Oscar Russell.....	Greenville, Illinois
Oram, Judd W.....	Bluford, Illinois
Osborn, Boardman Judson.....	Ewing, Illinois
Phillips, Florence.....	Ewing, Illinois
Pyles, Geo. Lincoln.....	Benton, Illinois
Ramey, John Sam'l.....	Confederate, Kentucky
Rude, Harry....	De Soto, Illinois
Rollins, Alonzo.....	Ramsey, Illinois
Sullivan, Henry Adolph.....	Louisville, Illinois

Sweetin, Otis Quincy.....	Ina, Illinois
Sneed, Lucy.....	Whittington, Illinois
Smith Robert Edward....	Benton, Illinois
Sergeant, Edna.....	Ewing, Illinois
Swayne, Niles Gilbert	Du Quoin, Illinois
Sneed, Jessie	Whittington, Illinois
Smith, Oscar.....	Wayne City, Illinois
Sneed, Julia Anna....	Whittington, Illinois
Syfert, Walter.....	Ramsey, Illinois
Sneed, Sarah.....	Whittington, Illinois
Settle, Rosa.....	Ina, Illinois
Sneed, Mattie... ..	McLeansboro, Illinois
Thomason, Henry Lee.....	Whittington, Illinois
Turner, Prudie Jane.....	Eldorado, Illinois
Turner, Alvah Nola.....	Spring Garden, Illinois
Vise, Hosea August.....	Macedonia, Illinois
Webb, Frank.....	Ewing, Illinois
Witmer, Edna Eayle.....	Spring Garden, Illinois
York, Walter.....	Cottage Home, Illinois

MINISTERIAL DEPARTMENT.

Allen, Joseph Herschell.....	Marissa, Illinois
Carlock, Geo. Pinkney.....	Ware, Illinois
Godwin, Brunce Marcus.....	Lake City, Illinois
Gammon, Geo. Milford.....	Smothersville, Illinois
Jones, Archie Israel.....	Sadorus, Illinois
Kelley, Joel Rolley.....	Oaklevel, Kentucky
Kelley, Joseph Bunyan.....	DeSoto, Illinois
Nelson, Oscar Russel.....	Greenville, Illinois
Osborn, Boardman Judron.....	Ewing, Illinois
Rollins, Alonzo Elliot,.....	Ramsey, Illinois
Ramsy, John Samuel.....	Confederate, Illinois
Sneed, Jesse E.....	Whittington, Illinois
Syfert Wm. Geo.....	Ramsey, Illinois
Smoot, Harvey Alonzo.....	Tunnel Hill, Illinois

ELOCUTION DEPARTMENT.

Cramer, Thomas C.....	Iuka, Illinois
Bince, Berthe Earle....	Browns, Illinois

THE STEIN HOUSE,

C. D. THRELKEL, Prop.

REGULAR RATES \$1.50 PER DAY.

Special attention given traveling men and
the best menu composed of the best
the market affords.

Special Rates to the Students of Ewing College.

FREE BUS TO AND FROM ALL TRAINS.

Located near I. C. depot.

BENTON, ILL.

The Chicago & Eastern Illinois R.R.

TIME TABLE.

SOUTH BOUND.

Leave—	No. 71	No. 79.	No. 81.
St. Elmo.	5.00 PM.	9 15A M	4.30
Salem.....	6.07	12.07	5.22
Mt Vernon....	6.58	2.30	6.25
Bonnie.....	7.16	3.25	6.48
Ina.	7.24	3.50	7 00
WHITTINGTON	7.34	4.30	7.14
BENTON.....	7.48	5.05	7.33
West Frankfort.	8 04	5.55	7.58
Johnston City.....	8.17	6.35	8.18
Ar. Marion.	8.30	7.15	8.35

NORTH BOUND.

Leave—	No. 72.	No. 80.	No. 82.
	A. M.		P M
Marion	8.00	4.00A M	10.20
Johnston City.....	8.18	4.35	10.40
West Frankfort	8.30	5.10	10.58
BENTON	8 45	5.50	11.20
WHITTINGTON.	8.58	6.30	11.40
Ina.	9.08	7 00	11.55
Bonnie	9.15	7.25	12.06
Mt. Vernon	9.31	8.20	12.30
Salem	10.20	10.38	1.33
Ar. St. Elmo.....	11.30	2.05	3 00

No's. 71, 72, 79 and 80 daily except Sunday.

No's. 81 and 82 daily except Saturday.

H. E. RIGGS, Agent.

E. J. KNICKERBOCKER, D.P. A. Mt. Vernon, Ill.

C. L. STONE, G. P. A., Chicago, Ill

ST. LOUIS

Baptist Hospital,

Garrison and Franklin Avenue.



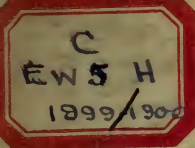
BOARD OF DIRECTORS:

Rev. E. Anderson, C. C. Morris, C. A. M. Schlierholz, Rev. J. D. Hacker, Rev. A. A. Kendrick, Hon. J. E. Thompson, H. B. Scammel, L. M. Hall, Stephen A. Bemis, W. H. McClain, Frank Paule, W. J. Seaman, Thos. Burgess, Rev. W. H. Barnes, James E. McPike.

To those who are contemplating a visit from home for the restoration of Health we would invite attention to the **ST. LOUIS BAPTIST HOSPITAL**. The location is central and our advantages for caring for the sick are superior to most institutions of like character. The Medical Staff is composed of some of the best known physicians of the city, and who are recognized authority in their special lines of work. Every patient entering the hospital is referred to that member of the staff, who is best adapted by education and experience to treat such case. Thousands of grateful patients, who have been cured of long standing diseases, speak in the highest terms of the kindly treatment received at the Baptist Hospital. We have no doubt that there are hundreds of patients who need treatment, which can alone be given here, and yet hesitate to come because they are not acquainted with hospital methods. To all such we would say that **THE BAPTIST HOSPITAL IS A CHRISTIAN HOME**. You will feel you are with friends, will be tenderly cared for by **Trained Nurses**, and will receive such **Skillful Medical and Surgical** treatment as each individual case may require. Elegant accommodations furnished at \$5, \$10 and \$15 per week. No extra charge for ordinary nursing. Medical and Surgical services reasonable.

For further information address

C. C. MORRIS, A. M., M. D., Superintendent.



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EWING
COLLEGE.

1899=1900.



THE LIBRARY
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UNIVERSITY OF ILLINOIS

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OF THE
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OF
Ewing College.

With the Departments of Work and Courses
of Study

FOR THE
Academic Year 1899=1900.

THE EWING GRAPHIC PRINT.
EWING, ILLINOIS.
1899.

....College Calendar....

For 1899=1900.

1899.

Fall Term opens Tuesday morning, Sept. 5.

Fall Term closes Saturday, Dec. 2.

Winter Term opens Tuesday, Dec. 5.

Holidays begin Friday, December 22.

1900.

Winter Term re-opens Tuesday, January 2.

Winter Term closes Saturday, March 10.

Spring Term opens Tuesday, March 13.

Baccalaureate Sermon, Sunday June 3.

Examinations and Graduating Exercises of the Preparatory Department, Monday, June 4.

Examinations and Pythagorean Reunion, Tuesday, June 5.

Art Exhibit, Annual Board Meeting, Educational Mass Meeting and Logossian Reunion, Wednesday, June 6.

Meeting of the Southern Illinois Baptist Educational Society, Student Reunion, and Graduating Exercises, Thursday, June 7.

Board of Trustees.

Officers.

J. A. LEAVITT.....	PRESIDENT
J. D. CARR.....	SECRETARY
THOMAS NEAL.....	TREASURER

Executive Committee.

THOMAS NEAL.....	EWING, ILLINOIS
J. D. CARR	EWING, ILLINOIS
WM. A. KING.....	EWING, ILLINOIS

Members for One Year from June 1899.

D. R. PRYOR.....	CREAL SPRINGS ILLINOIS
W. A. KING.....	EWING, ILLINOIS
REASON WILEY	CASEY, ILLINOIS
WILLIAM H. HUDLESON.....	LOUISVILLE, ILLINOIS
J. C. CARNER.....	MCLEANSBORO, ILLINOIS
J. D. NOEL....	ROSE BUD, ILLINOIS

Members for Two Years from June 1899.

J. K. TROVILLION	BROWNSVILLE, ILLINOIS
W. P. THROGMORTON.....	DUQUOIN, ILLINOIS
J. T. WHITLOCK, M. D.....	DIX, ILLINOIS
CLARENCE W. HARRISS	MT. VERNON, ILLINOIS
J. D. CARR	EWING, ILLINOIS
J. S. HAWKINS.....	HARTFORD, ILLINOIS

Members for Three Years from June 1899.

THOMAS NEAL	EWING, ILLINOIS
L. D. OSBORN	CENTRALIA, ILLINOIS
T. LEE AGNEW M. D.....	MAKANDA, ILLINOIS
J. T. CHENAULT.	BENTON, “
J. H. NYBERG.....	HARRISBURG, “
G. W. DANBURY	DUQUOIN, “

Faculty.

J. A. Leavitt, D. D. President.

PROFESSOR OF BIBLE, PSYCHOLOGY AND MORAL SCIENCE

Graduate Suffield Academy 1871, A. B. Brown University 1875, Student of Newton Theological Seminary 1876, Pastor 1876—1884, Baptist Superintendent of Sunday Schools for Illinois 1884-1890, Director Saylor Springs Baptist Assembly 1886-91, President Ewing College 1890 ——— D. D. LaGrange 1896.

John Washburn, D. D.

PROFESSOR OF GREEK AND LATIN.

A. B. Burritt College 1856, A. M. 1859, Tutor in Burritt College 1854—1855, Professor, 1857-58, principal of the Academic Department 1858-59 Founded Ewing College, 1867, president, 1867—1875, 1876-77 1880-90, D. D., Ewing College, 1878, Principal Marion schools 1875-76, Founded Floressville Academy, Texas, 1878, principal of, 1878-80, principal of Willett Academy, 1890-92, principal of Gordonville schools, 1892-93 pastor and teacher, 1893-97 professor of languages Creal Springs College 1897-98, professor of Greek and Latin Ewing College 1899—

Edwin Faxon Osborn A. M.

PROFESSOR OF HISTORY, LITERATURE AND PHILOSOPHY

Principal of High School Ithaca, Michigan, 1884-85, A. B. Kalamazoo College, 1889, Studied theology in Newton Theological Seminary 1891-92, Graduated at Rochester Theological Seminary 1894, pastor Watertown, N. Y., 1894-97, Author of "Christian Growth", "The Vanishing of the Prince" etc.

Jewell D. Martin, A. M.

PROFESSOR OF MATHEMATICS.

B. S. Ewing College, 1896, Tutor, 1896, professor 1896 —, A. M. Ewing College, 1899.

E. B. Hutchins, Jr. B. S.

PROFESSOR OF NATURAL SCIENCES

B. S. Ottawa University, 1898, professor of Science in Eastman College Texas, 1898-99, 1899— Graduate student of Chicago University.

Mrs. Wilhelmina Webb

PROFESSOR OF FRENCH AND GERMAN

Graduated at Frage Institute, Hamburg, Germany, 1878, professor of French and German, Lenox, Iowa, 1883-85, Western Female Seminary 1886-87, Ewing College, 1887—

Mrs. Lillie Lemen Leavitt

LANGUAGE AND ORATORY

Student of the Northern Normal 1877-79, Teacher in Beloit High School, Kansas, 1879-81, Graduate of Valparaiso School of Oratory, 1899, professor in Ewing College 1893—

C. C. Payne

PROFESSOR OF LAW

Mr. Payne has been a practitioner for many years. He has had numerous private classes and is well qualified to make his department a success.

Miss Alice Lichty

PIANO, VOICE, HARMONY AND MUSICAL HISTORY

Graduate of Mt. Carrol Conservatory of Music, Instructor in Greenville Female Seminary, 1882-86, Ashville, N. C. 1886-93, Ewing College, 1893—

Miss M. Elizabeth Watkins

PIANO, VIOLIN, GUITAR AND MANDOLIN

Graduated from Fairfield Seminary, N. Y., 1884, and the Grand Conservatory, New York City, 1891, Teacher in McGee College, 1893-95, Clinton College, Ky. 1895-96, Charlotte, Michigan, 1896-97 Creal Springs College, 1898-99.

Jean Hall Merritt

ART

Miss Merritt studied in New York City under some of the best instructors of the Metropolis. She was a pupil of Prof. Kris Jorgeson, the famous Norwegian water color artist, in San Francisco, Ewing College 1898—

Rev. F. W. Carstens

STENOGRAPHY, TYPEWRITING AND BOOK-KEEPING

Mrs. Brunce M. Godwin

LADY PRINCIPAL

Mrs. A. H. Clark

MATRON

Oscar Conad Upchurch

LIBRARIAN

Collegiate Department.

Classical Course.

FRESHMAN---FALL TERM.

- | | |
|---|---------------------------|
| Latin—Ovid. | Greek—Anabasis. |
| | General History, Myers or |
| Geometry. | Bible—Elective. |
| Outside Reading—Ivanhoe, Vision of Sir Launfal and
other Poems, Lowell; Grandmother's Story of
Bunker Hill Battles, and other
Poems, Holmes. | |

WINTER TERM.

- | | |
|--|-------------------------------------|
| Latin—Virgil. | Greek—Anabasis. |
| Geometry. | General History, or Bible Elective. |
| Outside Reading—Kenilworth, Scott; Lays of Ancient
Rome; L'Allegro and II. Penseroso, Milton- | |

SPRING TERM.

- | | |
|--|--------------------------|
| Latin—Vergil. | Greek—New Testament. |
| | Elements of Rhetoric, or |
| Geometry. | Bible Elective. |
| Outside Reading—Comus and other Poems, Milton;
Macaulay's Essay on Milton; The Pilot, Cooper. | |

SOPHOMORE--FALL TERM.

- | | |
|---|------------------------|
| Latin—Cicero's Oration. | Greek—Homer's Illiad. |
| Trigonometry. | English History—Green. |
| Outside Reading—The Tale of Two Cities, Dickens; The
Princess and other poems, Tennyson; Todd's
Student's Manual. | |

WINTER TERM.

Latin—Cicero's de Senectute.	Greek—Homer's Illiad.
Trigonometry.	English History.
Outside Reading—Our Mutual Friend. Hamlet and King Henry IV, Part I, Shakespeare.	

SPRING TERM.

Latin—Livy.	Greek—Xenophon's Memo-
Surveying and Analytical	rabilia.
Geometry.	English History.
Outside Reading—The Conduct of the Human Understanding, Locke; Heroes and Hero Worship, Carlyle; The Last of the Mohicans, Cooper.	

JUNIOR---FALL TERM

Latin---Tacitus, Agricola and	Greek --Plato.
Germania.	
Analytical Geometry.	Psychology.
Outside Reading—Daniel Deronda, Ancient Mariner, Coleridge; Favorite Poems from Coleridge and Wordsworth.	

WINTER TERM.

Latin—Horace, Odes.	Greek Sophocles.
Calculus—Loomis.	Psychology and Logic.
Outside Reading —Henry Esmond, Thackeray. Select Poems from Burns and Byron.	

SPRING TERM.

Greek--Demosthenes.	Rhetoric—Hill's Science.
Latin- Horace, Satires, Epistles.	Bible.
Outside Reading—Marble Faun, Hawthorne; Selections from Chaucer; Self-Reliance, American Scholar, Emerson.	

SENIOR---FALL TERM

Physics---Snell's Olmstead.	| English Literature.
Bible.	| Political Economy.
Outside Reading— Fairy Queen, Book I., Spencer; Selections from the Breakfast Table Series, Holmes.	

WINTER TERM.

History of Philosophy	| English Literature.
Constitutional Law.	| Theistic and Christian Evidences.
Outside Reading—Paradise Lost, Book I; Selec- tions from Ruskin.	

SPRING TERM.

Astronomy.	| English Literature.
International Law.	| Moral Science and the Bible.

Scientific Course.**FRESHMAN---FALL TERM.**

Latin—Readings.	| Geometry.
Higher Algebra.	| Chemistry.

WINTER TERM.

Latin—Readings.	| Higher Algebra.
Geometry.	| Chemistry.

SPRING TERM.

Latin—Readings.	| Physical Geography.
Higher Algebra or Elements	| Geology— Elective.
of Rhetoric—Elective.	| Geometry.

SOPHOMORE--FALL TERM.

Latin—Ovid.	| Trigonometry.
General History, Myers or	| Natural Philosophy.
Bible—Elective.	| Avery's Elements.

WINTER TERM.

Latin— Vergil,	Trigonometry.
General History, or Bible—	
Elective.	Natural Philosophy.

SPRING TERM.

Latin—Vergil.	Surveying and Analytical.
Rhetoric, Hill's Elements,	Geometry.
or Bible—Elective.	Didactics.

JUNIOR—FALL TERM.

Latin—Cicero's Orations or	Analytical Geometry—
Advanced Zoology.	Loomis.
Psychology.	English History.

WINTER TERM.

Latin —Cicero de Senectute	Calculus—Loomis.
or Advanced Physiology.	
Psychology and Logic.	English History.

SPRING TERM.

English History.	Rhetoric—Hill's Science.
Latin or Advanced Botany.	Bible.

SENIOR—FALL TERM.

Physics---Snell's Olmstead.	English Literature.
Bible.	Political Economy.

WINTER TERM.

History of Philosophy -	English Literature.
Weber.	Theistic and Christian
Bible or Constitutional Law.	Evidences.

SPRING TERM.

Astronomy.	English Literature.
Bible or International Law.	Moral Science.

Preparatory Department.

FIRST YEAR—FALL TERM.

English Literature, American Authors.	Geography—Frye.
Arithmetic — White's Complete New Edition.	Elocution*.
Outside Reading—Miles Standish ; Grandfather's Chair.	Grammar—Graded Lessons,

WINTER TERM.

English Literature — English and American Authors.	U. S. History—Fiske.
Grammar.	Arithmetic.
Outside Reading—Abbott's Life of Columbus ; Enoch Arden.	

SPRING TERM.

Civil Government.	U. S. History—Fiske.
Grammar.	Arithmetic.
Outside Reading—Rules of Conduct, and other Papers, by George Washington ; Birds and Bees ; Deserted Village.	

SECOND YEAR—FALL TERM.

Latin.	Grammar—Reed & Kellogg.
Elementary Algebra—Milne.	Higher Lessons in English.
Outside Reading—Irving's Washington and his Country ; Hiawatha.	Zoology.

*Elocution can be had in the class any term without extra charge to the student.

WINTER TERM.

Latin.	| Grammar.
Algebra—Milne	| Physiology.
Outside Reading—Autobiography of Franklin ; Gettysburg Speech, and other Papers, Lincoln.	

SPRING TERM.

Latin.	| Grammar.
Natural Philosophy,	| Botany--Gray's School and
Avery's First Principles,	| Field Book.
Outside Reading—Bryant ; Webster's Bunker Hill, etc.; Sharp Eyes, and other Papers.	

THIRD YEAR—FALL TERM.

Latin.	| Higher Algebra--Milne.
Greek.	| Chemistry.
Outside Reading--Self Help ; Smiles ; Snow Bound ; Julius Cæsar · Shakespeare.	

WINTER TERM.

Latin.	| Greek.
Higher Algebra--Milne.	| Chemistry--Remsen.
Outside Reading---True Grandeur of Nations: Sumner · Lady of the Lake.	

SPRING TERM.

Latin.	| Higher Algebra, or Elements
Physical Geography.	| of Rhetoric--Elective.
Greek--Inductive Method.	| Geology--LeConte.
Outside Reading -Sir Rodger de Coverly Papers ; Merchant of Venice ; The Succession of Forest Trees and Wild Apples.	

Normal Department.

FIRST YEAR—FALL TERM.

Latin.	Grammar—Reed & Kellogg. Higher Lessons in English.
Elementary Algebra—Milne.	Zoology.
Outside Readings—Irvings Washington and his Country; Hiawatha.	

WINTER TERM.

Latin.	Grammar.
Algebra—Milne.	Physiology.
Outside Reading—Autobiography of Franklin; Gettys- burg Speech, and other Papers, Lincoln.	

SPRING TERM.

Latin.	Grammar.
Natural Philosophy.	Botany—Gray's School and Field Book.
Avery's First Principles.	
Outside Reading—Bryant Webster's Bunker Hill, etc.; Sharp Eyes and other Papers.	

SECOND YEAR—FALL TERM.

General History or Bible— Elective.	Higher Algebra.
Geometry.	Chemistry.

WINTER TERM.

General History or Bible— Elective.	Higher Algebra.
Geometry.	Chemistry.

SPRING TERM.

Elements of Rhetoric--Hill.	Higher Algebra or Bible-- Elective.
Geometry.	Geology.

THIRD YEAR--FALL TERM.

English History.	Trigonometry.
Psychology.	Natural Philosophy.

WINTER TERM.

English History.	Trigonometry.
Psychology and Logic.	Natural Philosophy.

SPRING TERM.

English History.	Astronomy.
Moral Science.	Didactics--White's Pedagogy, Gregory's Seven Laws.



Moral Science.

This is one of the most difficult and profitable studies in the entire course. Especial attention is given to the fundamental question of Conscience, inclusive of the moral judgments and the ultimate ground of moral obligation. No student, especially if he has the Ministry or the law in mind, should think of considering his education complete without a thorough study of the subject. We have used as a text Robinson's Principles and Practices of Morality. In case the students are not sufficiently advanced, we assume the right to use a simpler text.

Political Economy.

This is one of the newer sciences, and Political Economists are by no means agreed. Nevertheless, it is one of the most practical sciences of the day, and its principles should be the possession of many—not of the few only. A single term does not permit of the exhaustive study of the subject, but the students can in that time obtain a general view and prepare themselves for the intelligent study of any one of its numerous phases.



Psychology and Logic.

Many of the most helpful studies, studies capable of daily application, come late in the course. Among these are Psychology and Logic. All men should know themselves and others. Educated men, especially, ought to know how to think correctly. All times, but none more than the present, emphasize these facts. An effort is made to make these studies of practical benefit.

Ancient Classics.

Great writers have ever presented the highest ideals for humanity and given precepts for their attainment. After the siftings of the ages we find in the ancient writers the pure metal without the dross.

Living, as it were, for a time amid the culture, refinement and high intellectual attainments of the past ages, the student comes forth imbued with much of their spirit.

The first work is intended to be disciplinary. Attention is given especially to grammatical forms, analysis and synthesis. Later the minds are directed more to literature with a view of getting an insight into the method of thought of the ancients, their civilization, etc. Their relation to the present, and their influence upon it is dwelt upon as far as practicable. The one great aim is to give the student a clearer understanding of the relation of ideas—growth.

Mathematics.

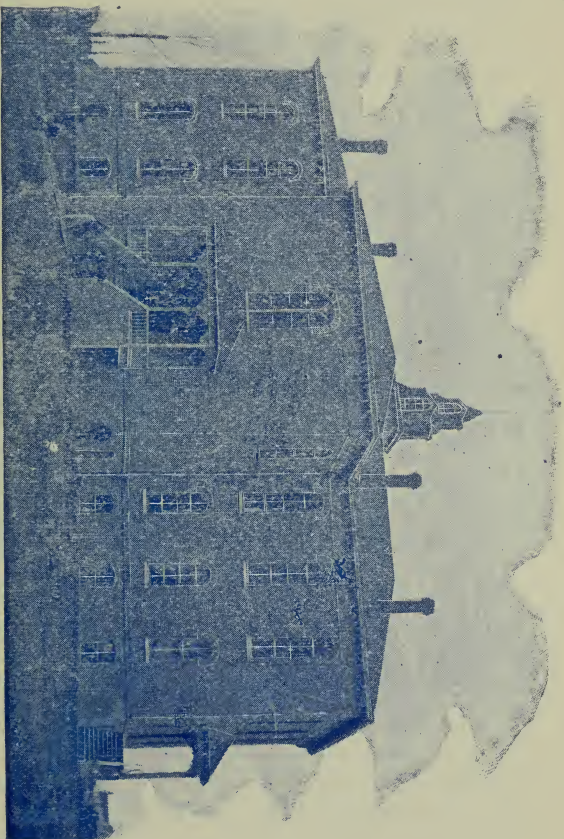
During the excitement of modern times over the great strides made in the physical and biological sciences, the interest in the pure sciences has undergone no eclipse, but rather it has become more intense as the importance of Mathematics in the development of the other sciences becomes better appreciated.

While the great value from the mental training due to the thorough study of Mathematics is not lost sight of, the student is impressed with the fact that Mathematics is the most practical of all sciences. And while the student is led to see that when he has developed the general formulæ and principles he has by implication solved all the (special) problems under them, he is nevertheless given a chance to obtain some skill in their application by solving as many special problems as time will permit.

In all the courses the newest and best texts are used.

The guiding principle of the instructors in this science is that each subject must be so logically presented that every student who can be induced to think must recognize the truth of each solution or demonstration.

In arithmetic, rules, classifications and formulæ, are largely ignored. The student is led into complete mastery of the subjects through the principles involved. Much oral analysis is required, and the student is encouraged to base his mathematical knowledge upon principles which he can understand, rather than upon the word of any author.



Willard Hall.

Algebra has not always been an interesting study, especilly to younger students. In Elementary Algebra a text book will be used which, while it contains the elementary principles and processes of the sciences, is arranged in such a manner that the student is led on by very many practical problems, which he will have little difficulty in solving until he has grown into a love for the science when he will be willing to sacrifice the hours of labor necessary for the mastery of the complete Algebra. In Geometry, Trigonometry and Analytical Geometry, while we do not lose sight of the mental drill to be obtained from the abstract reasoning and demonstrations, yet an effort is made to introduce as many easy, practical problems as the time will permit, which serve to fix the principles, in mind as well as their applications. In Calculus the work will be based upon the method of rates, and independent reasoning will be encouraged.

The Natural Sciences.

The past few years have witnessed great and far reaching discoveries in all the fields of Natural Science, which, together with the more successful application of scientific principles to the solution of the problems of economic and social life, have won for the Natural Sciences a larger place in college curricula. Ewing College recognizes the value and importance of scientific work and will endeavor to keep abreast of the times.

Advanced work is offered in several of the sciences as

an alternative for a part of the prescribed Latin, and it is urged that especially in the collegiate scientific course, the sciences be chosen.

Higher work is regularly required in Physics, where the student is given a chance to make an application of the principles he has learned in his study of Higher Mathematics.

Astronomy is also required and is regarded as a most fitting study to close the students efforts at reading Nature's books. No other study can so fully lead him into the contemplation of the sublime and infinite.

In no other departments of learning have the last few years so augmented the demands upon the public school teacher as in that of the Natural Sciences. Not only have the courses of the high schools been made more extensive but at present in many of the country schools the work in sciences is as thorough as that formerly done in the high school.

Teachers must prepare themselves to meet this increased demand. If they cannot pursue the Classical or Scientific courses we heartily recommend our Teacher's Course. It will enable teachers to meet all the demands of the public school.

We believe that the most important and valuable knowledge to the teacher is that of the facts and principles he is required to teach, together with a clear comprehension of how he himself obtained said knowledge. There is very little practical method beyond this.

The Science courses in the preparatory department are necessary elementary. They are given with the view to prepare the student for the higher work of the Collegiate Department, yet they comprise the very work calculated to give the student an understanding of the natural forces about him, and a power over them although he should pursue their study no longer.

The students attention is called to the simpler and familiar phenomena of his every day life, he is taught to observe for himself and show how to reason from the data of his observations to the discovery of new data and general principles, until he may obtain a knowledge of the laws of Nature and gain a power over the environments that envelop his life.

Zoology.

No other study can be of greater interest nor of more value to the student than Zoology, if it be properly presented. It leads him at once to an intelligent conception of life as a whole, and prepares the way for the more important study, the life of his own being.

The student will make an individual study under the direction of the teacher of at least one typical form and branch, and as many others as time will allow. It is believed that a little done intelligently and well is better than a great deal done poorly and confusedly. Therefore instead of burdening the students memory with a great number of forms he has no knowledge of, he is taught thoroughly the structure and habits of a few typical forms and thereby empowered to study and classify by himself the new forms which he may meet.

The student is in possession of simple and compound microscopes sufficient to meet the need of this department in the study of minute structures and forms.

Botany.

What has been said of Zoology applies largely to Botany. The methods used in teaching the two subjects are very much alike. By their use the student will acquire knowledge of first importance and in such way as to give him what is more valuable than knowledge, the power of acquisition.

An effort is made also to lead the student to the appreciation of the esthetic phase of plant life.

The College contains some very fine botanical charts, which will aid the student greatly in his study of typical organs and structures.

Physiology.

While Physiology in its narrowest sense perhaps includes neither Anatomy nor Hygiene, yet some knowledge of the former is necessary to a proper study of it, and the latter grows out of it as the important consequent, so that Physiology in its broader sense includes both of these. In this broader sense, Human Physiology is certainly the most important study of all the Natural Sciences. In view of this the subject is taught with the greatest care and seriousness. Here, more than in any other subject, it is attempted to impress the student with vital facts and foundation principles.

The College has numerous charts, manikins, models, skeletons, etc., which greatly aid in the development of the study of the organs and viscera of the lower animals.

Chemistry.

In Chemistry it is intended to give the student a good working knowledge of the subject, and a more intelligent acquaintance with the familiar elementary substances and compounds. Such experiments are performed as are best calculated to give the student a reasonable understanding of the subject and power to pursue it further.

Great effort is made to impress upon the pupil the importance and practicability of a knowledge of Chemistry in the pursuit of other studies.

The College possesses ample apparatus and chemicals which are furnished to the students at cost.

Geology.

Geology is a most fascinating and valuable study. It is well calculated to excite interest and reverence in the student. No other study is so well suited to impress upon the pupil at once the infinitude of the forces about him and in spite of them his own responsibility and freedom.

Here, as elsewhere, the student is taught to observe, his attention is called to familiar data and he is led to the most general principles that he may gain a power to pursue the study by himself.

The student has access to a very good Geological cabinet, including a great many and a great variety of fossils.

Physics.

Physics is regarded as one of the best studies in the course to awaken and develop independent thinking. We try by persistent effort to make it such. The College has a

very respectable collection of physical apparatus, but it is not allowed to become a showman's trappings before the class. The operation of each piece of apparatus is looked upon as a more or less imperfect manifestation of the relation of cause and effect.

Geography.

In few studies has the change of method been more radical in recent years than in the study of Geography. The object of this study is no longer localities and their boundaries, but humanity. The earth is the home of man. He is affected by its topography, by its rivers, lakes, oceans, vegetation, winds and climate. Geography furnishes the basis of all our sciences.

Each geographical whole to be considered by the class whether it be continent, state, island or sea, must be studied as a whole, as you would study an object in Botany or Zoology. It must be analyzed, its parts studied in their relation to the whole, to each other and civilization.

The topical method of assigning lessons is especially desirable in geographical teaching. Outlines of related topics, more or less minute, should be given the class as a guide to study, and should be used also as a guide to each pupil's recitation. The question and answer method where the teacher uses many more words than the pupil should rarely be used.



History.

History is the life development of a people. Its development is seen along the five institutional lines of the family, church, state, industrial and educational institutions; attention is given to the people, their conditions, habits, general character, and how these combine to produce the many revolutions, social, political, industrial and religious.

History of the United States.

In the study of United States History the student is made acquainted with the events of the different periods, and as nearly as possible, the causes that brought them about. A more intelligent citizenship that can look forward to the results of the various policies is greatly needed.

English History.

In English History the student gets a better view of his origin. The people are studied in connection with Art and Literature. Throughout the course of History effort is made to develop a taste for that kind of reading in which man can best discover himself.

General History.

In General History it is desired to give the student a general idea of the world's story that he may get an insight into the close union of the whole human race, and at the same time broaden his field of vision.

Language and Literature.

Grammar.

Much attention is given to the language of students in all recitations. They are frequently called upon to reproduce without notes, lectures given by teachers. Practical and efficient training is given in punctuation and orthography.

In technical Grammar the instructions are based on reason, that authority being considered best which can give the best reasons. The student is regularly called upon to master the thought of strong and beautiful sentences. His mastery is tested by oral and shorthand analysis (the diagram.) He is thus led to recognize the various shades of thought which may frequently be obtained from the same sentence. The aim in this part of the course is to emphasize thought and its definite expression.

Rhetoric.

We give one term each to the Elements of Rhetoric and the Science of Rhetoric. Due effort is being put forth to acquaint the student with the facts and theories of Rhetoric. But knowing full well that this knowledge alone will never make Rhetoricians no pains is spared to have the student apply his facts and put his theories into practice. In the arts of composition and oratory the great universities have no advantage over the small colleges.

Literature and Literary Criticism.

“Literature has a grand teaching function, instructing men in politics, in morals and manners, in taste, and in religion, expanding their minds, filling them with high ideas, and in all ways refining their character and enobling their life.” The realization of the relation of literature to life, has led to an increased interest in the study of literature. Our course includes the study of one or more works of the best English and American authors, reading and analysis of the same, a knowledge of the authors, memorizing of the finest passages and literary criticism.

The objects of this study are to give the student a knowledge of literature; to develop a love for the best literature; to furnish him a standard by which he may judge literary works, and to add to his intellectual power and strengthen his moral judgments.

The works selected are inspiring and uplifting in their influence upon life and character, and fitted to serve the purpose of developing a sense of what real literature is, in form and spirit.

LONGFELLOW—Evangeline. Miles Standish and other selections.

LOWELL—Vision of Sir Launfal. The Present Crisis, selections from Table for Critics.

WHITTIER—Snow Bound and selections.

HOLMES—Selections.

BRYANT—Selections.

EMMERSON’S ESSAYS.

HAWTHORNE—The Great Stone Face.

POE—Selections.

LIVING AUTHORS—William Dean Howells, Mark Twain and others.

SHAKESPEARE—Julius Cæsar and Merchant of Venice.

TENNYSON.

BURNS.

CARLYLE'S ESSAY ON BURNS.

ORATIONS—Webster's Bunker Hill Oration, selections from Everett, Clay, Phillips, Choate and Burke.

Elocution.

Good Elocution consists in the natural expression of thought by speech and gesture. Thought being the product of the spiritual man, and speech and gesture its expression through the physical man, the physical being should be trained to serve the mind and spirit.

The aim in this department is to develop the students power of expression. The expression of thought and feeling should be in the simplest and purest harmony with the elements of the individual nature. We strive to distinguish the true from the false, the original from the borrowed, nature from habit, that we may develop the true self. The student is led to think and feel, not to imitate. To do this requires thought, study and analysis. To secure the best results Literature should be studied in connection with Elocution.

Pedagogics.

The student is requested to bring with him all the text books he has on the subject for reference. Texts in this

study have been discarded in the class-room. The work has been outlined by the teacher in advance and the student is expected to get his information from any and all sources. Three lines of study will be pursued: First—The teacher. Second—The taught. Third—The means of communication. Special emphasis will be laid upon the teacher. Let the teacher be well qualified, and he will not be a mere imitator; neither will he be at a loss to find suitable methods for the prosecution of his work. If he is but poorly prepared for his work, what little knowledge of methods he may have acquired will likely prove to him a snare. The observations of many will justify these remarks.

Ewing is justly proud of her students in the teaching profession. We doubt if any institution can point to as many in proportion to the numbers who are distinguishing themselves as instructors.

Our Library

Has real attractions for the progressive teacher. It contains the best works on Pedagogy; Commenius, Froebel, Compayre, Herbart, Sanford, Lukens, Tracy, DeGarmo and others. These are valuable to the student who desires to do thorough work.

The studies of the spring term are arranged with special reference to the needs of those who desire to teach. The State course of study will be kept constantly in mind. A persistent effort will be made by the faculty to so aid the student that he can obtain a certificate because of his merits and not because he has been crammed for the occasion.

Divinity Department.

FIRST YEAR—FALL TERM.

English Literature—American Authors.	Geography—Frye's.
Arithmetic—White's Complete New Edition.	Grammar—Graded Lessons.

WINTER TERM.

English Literature—American and English Authors.	United States History.
Grammar.	Arithmetic.

SPRING TERM.

English Literature—English Authors.	Grammar.
Civil Government.	United States History.
	Arithmetic.

SECOND YEAR—FALL TERM.

Latin.	Grammar—Reed & Kellogg's Higher Lessons in English.
Elementary Algebra.	Zoology.
Outside Reading—Self-Help, Smiles, Highways of Literature.	

WINTER TERM.

Latin.	Grammar.
Algebra.	Physiology—Brown.
Outside Reading—Todd's Student Manual.	

SPRING TERM.

Latin.	Grammar.
Natural Philosophy—Avery's	
First Principles.	Elements of Rhetoric.
Outside Reading—Manhood's Morning, Conwell.	

THIRD YEAR—FALL TERM.

Pentateuch and Historical	Higher Algebra.
Books of the Bible.	
Greek.	Chemistry.
Outside Reading—The Ministry of the Spirit,	
A. J. Gordon.	

WINTER TERM.

Poetical and Prophetical	Greek.
Books.	
Higher Algebra.	Chemistry—Remsen.
Outside Reading—Choice of Books, Richardson,	
the Grandeur of Nations, Sumner,	
Essay on Milton, Macauley.	

SPRING TERM.

New Testament Books.	New Testament Greek.
Physical Geography.	
Geology.	Rhetoric—Science of
Outside Reading—Emmerson's Essays,	
Macauley's Essays.	

FOURTH YEAR—FALL TERM.

Life of Christ.	Lectures on Pastoral
	Theology.
	General History—Meyers.
Church History.	Elocution.
Outside Reading—History of Civilization, Guizot,	
Reformed Pastor, Baxter.	

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WINTER TERM.

Life of Christ.	General History.
Baptist Church History.	Elocution.
Lectures on Pastoral Work.	| Broadus Homiletics.
Outside Reading—	

SPRING TERM.

Life of Christ.	| Elocution.
Baptist Missions.	
The Greater Life and Work of Christ.	| Pedagogy.
Outside Reading—	In Christ, A. J. Gordon.

FIFTH YEAR—FALL TERM.

English Literature.	| Political Economy.
Psychology.	| English History.
Outside Reading—	Men and Books, Phelps.

WINTER TERM.

English Literature.	| Christian Evidences.
Pauline Epistles.	| English History.
Psychology and Logic.	

SPRING TERM.

Systematic Theology.	| General Epistles.
Moral Science.	| Astronomy.

The need of an educated ministry increases years. It will not be obtained by the majority ministry in institutions at a distance. And by greater part of those who seek an education at a never return to minister to those who sent them. then that if our ministry obtain an education provide the means and put it within their reach. meet this need that the preceding course of study

arranged. We are well aware that the greater part of it does not pertain strictly to a Divinity Course. But the necessity is upon us to adjust ourselves to our surroundings; and our surroundings demand that the men whom God has called to the ministry among us have a general education supplemented by a knowledge of the scriptures and a few other studies germane (?) to their work. We believe that the course we have mapped out is a practical one, and hope that it will stimulate some to obtain an education who otherwise would not do so, and others to more thorough work.

Biblical Literature.

There is no book comparable with the Bible as literature. Yet the ignorance of the book, even among students, who boast somewhat of their attainments, is marvelous and lamentable. Since the beginning of the Academic year of 1893-94 the Bible has been taught to all. This was done by lengthening the chapel exercises to one-half hour. The lessons are consecutive, and are assigned the day before. Sometimes the instruction is catechetical, sometimes it assumes the lecture form. By this means an effort is made daily to train the sensibilities and the will. This is done in the manner explained, and does not detract from the discipline of the intellect, but materially aids it. In addition to the above instruction is given daily in

Biblical Theology

To such as desire it. A three year course has been prepared covering the entire Bible. The first years work

embraces the outline study of all the books of the Bible ; the second, the Gospels, or Life of Christ, and the third, the Apostolic age, including a study of the epistles. This is especially helpful to students for the Ministry. The method pursued is the inductive. And when the preacher comes to know the Book the preparation of sermons becomes easy. He is no longer tempted to plagiarize, neither is he compelled to evolve sermons out of his own brain. The result is he has time for collateral reading, and becomes a Biblical preacher. After the student has mined the doctrines for himself it is comparatively easy for him to form his own systematic theology. He then reads the systematic theology of others intelligently, with pleasure and permanent profit.

Homiletics.

There is no formal study of Homiletics attempted. The class usually meet one of the professors every Thursday night. Analysis of sermons are put on the board by students designated for that purpose. After a statement by the author a free discussion follows. This exercise is practical and exceedingly helpful. If the work of a student is misjudged he has the opportunity to defend himself. If he is in error he is made clearly to see how it is. This exercise results in the development of the analytic powers and higher sermonic ideals.





College Campus.

Theistic and Christian Evidences.

This study comes late in the course, when the mental powers of the student are supposed to be well developed. Therefore he is not given a text-book but required to do independent work. He is asked to go to the original sources, discover the evidences for himself and submit his arguments and conclusions in due form to the class. After the field has been surveyed the students are required to arrange the arguments presented by the class into a uniform system. This done, the whole is rapidly reviewed with a text-book. By this method the powers and independence of the student are developed to a degree impossible when a text-book or the lectures of another are followed.

Ministerial Aid.

For wise reasons the call to the Ministry comes almost exclusively to the poor. And because of poverty only a fraction of those who feel themselves called to the work are in attendance. To aid and encourage this work the management make no charge for tuition of ministerial students who

are heads of families, or who occupy rooms in Wakeman Hall and whose deportment is exemplary. They, are, however, expected to pay the contingent, the lecture and library fees \$1.75.

The income of the College is not sufficient to justify the management in so great liberality. Therefore the SOUTHERN ILLINOIS BAPTIST EDUCATION SOCIETY was organized to raise funds for this purpose and to still further aid students needing it. If brethren fully understood how much they could advance the Master's cause by contributions to this department their liberality would abound.

Many of the ministerial students partially, and some entirely, support themselves by the pastoral care of neighboring churches. To entitle them, however, to assistance they must be licensed by their respective churches. And we request the churches to exercise extreme care in the issue of licenses. The Rev. W. P. Throgmorton, D. D., Du Quoin, Ill., is the president of this Association. Those desiring aid should correspond with him. Misbehavior forfeits past grants.

The Wm. McNeil Fund.

For some years Mr. McNeil was a trustee of this institution, and at his request his widow has made over to the College property valued at \$6000. The income is to be devoted to ministerial education.

German Course.

FIRST YEAR.

Rosenthal Method throughout the year.

First term. Books 1, 2, 3 and grammar.

Second term. Books 4, 5, 6 and grammar.

Third term. Books 7, 8, 9 and grammar.

SECOND YEAR.

Classical German Authors, three days of the week throughout the year. German Composition, two days of the week throughout the year.

First term. Schiller's Wilhelm Tell and Von Jagemann's Materials for German Prose Compositions.

Second term. Goethe's Herman Doratheia and Prose Compositions

Third term. Lessing's Minnie von Parnheim and Composition.

THIRD YEAR.

Modern German Authors three days of the week throughout the year. German Composition two days of the week throughout the year.

First term. Hoffmanns Historiche Erzählungen Freygs, Aus dem Staate Friedrichsdes Grossen and Composition.

Second term. Halbergs, Niels Klems Wall fahrt, in die Unterwelt, and Storms, Inmensee, and Composition.

Third term Schonback's Uber Lesen and Bildung Scheffels Trumpeter von Saklingen.

Modern Foreign Languages.

French and German are not in sufficient demand to warrant giving them a place in the curriculum. Students, however, will be allowed to choose them as electives. The teacher, Mrs. L. M. Webb, is a native of Germany and a proficient teacher. Pupils in each of these studies will pay \$5 extra per term.



Business Department.

The studies in this course are commercial law, commercial arithmetic, book-keeping, phonography, and typewriting. These with such other studies as the student may choose from the Academic department will give him a good practical education. We commend this course to those who cannot take a more extended education.

Book-keeping should be studied by everybody. The same may be said of

Phonography.

It saves time and labor, furnishes professional employment and educates.

Prof. Geo. E. Seymour, of the St. Louis High School, says: "The pursuit of phonography in our schools cannot be too earnestly advised. It tends to cultivate habits of clearness of thought and brevity of expression. It tends to cultivate the habit of close and accurate observation, of clear and searching analysis. It tends to cultivate habits of distinct and correct enunciation, and to make students alert and thoughtful in all they undertake."

Those desiring what is known as a business education can obtain it here for a fraction of what it will cost them in the cities. This is a fact worthy of being remembered, and to which young people should not be made blind by specious promises of employment.

Ewing College School of Music.

The Music Department of Ewing College has always ranked high. Under the supervision of Miss Alice Lichty its good name has spread far and wide. The need of additional teaching force in this department has been felt for some time; but the way has not been open for supplying the need. The management are now happy to announce that Miss M. E. Watkins, a graduate of the New York Conservatory of Music, and an unusually successful instructor will now be associated with Miss Lichty. In addition to piano instruction Miss Watkins will give lessons on the Violin, Mandolin and Guitar.

The study of music is pursued according to the most advanced methods, and those desiring to take a thorough course will find the same opportunities here at much lower rate of tuition than is charged in Conservatories affording similar advantages.

Diplomas are awarded pupils completing any of our musical courses.

The system of short daily lessons in use here possesses great advantages over that pursued in most schools. It brings the practice of the pupils under the constant supervision of the teacher, correcting errors before they become fixed, and arouses more enthusiasm in the work.

The piano course is designed mainly to show the character of the work done. Studies will be substituted or omitted at the discretion of the faculty.

Graduates are required to study harmony and musical history.

The Mason system of touch and technique secures accuracy and velocity as well as a touch both delicate and strong, in a much shorter time, and more agreeably to the student than by the old routine of day "finger exercises" Technique though important is only a means to an end, i.e. to interpret the work of the best modern and classical composers. Hence an effort is made to awaken a love for this beautiful and ennobling art, music.

Special attention will be given to memorizing, sight reading and the practice of sacred music, branches of music study too often neglected.

Course of Study.—Piano.

GRADE 1.

Exercises for ear training.

Exercises to play without notes.

Dictation exercises (written) in rotation and rhythm.

Mason two-finger exercise.

Mason's Standard Studies Book 1.

Enchasen Duets, Book 1.

GRADE 2.

Mason Technics.

Standard Studies Book 2.

Mathews Introduction to Phrasing.

Pressis School of four-hand playing.

Scale studies W. G. S. Wilson G. Smith's Scales, Book 1.

GRADE 3.

Mason's Technic (with metronome.)

Standard Studies, Book 3.

Mathews Phrasing, Book 1.

W. G. Smith's Scale Studies, Book 2.

Solos and Duets by Standard Authors.

GRADE 4.

Mason's Technic, (with metronome.)

Cjerny, Op. 299.

Wilson G. Smith's Fight Measure Studies Books 1 and 2.

Solos and Duets.

GRADE 5.

Mason's Technics (with metronome).

Standard Studies, Book 5.

Theo. Presser, Selected Octave Studies.

Standard and Classical Solos.

GRADE 6.

Mason's Technic.

Standard Studies, Book 6.

Cramer, 50 select studies.

A most extended study of the Classical and Romantic Composers.

Vocal Music.

Vocal music is a most useful as well as a pleasing accomplishment. In the home, in the church and in social cir

cles good singers are everywhere in demand.

The facilities afforded here for the study of voice culture are exceptionally fine. A rare voice may be ruined easily by a poor method or inexperienced teacher.

Miss Lichty has been particularly successful in teaching this branch of music and her pupils are highly and deservedly complimented upon their rapid improvement and artistic rendering of simple ballads, sacred music and the more difficult selections from Opera and Oratorio

Course of Study.

It is difficult to outline a course in vocal culture as each voice requires especial treatment.

Particular attention is paid to breathing, as a foundation of all healthful and natural singing.

Exercises for placing the voice, with Standard English songs occupy the first year.

The aim is to develop flexibility, improve the quality and strengthen the voice.

Studies will be selected from Vaccai, Marchesi, Bonaldi, Panofka and others.

During the entire course, Standard English and German songs are given and advanced pupils study selections from the best operas and oratorios.

Chorus Class.

Singing is steadily and deservedly gaining a larger place in our public schools.

If at the opening of the spring term a sufficient number to warrant it desire a knowledge of the rudiments of song Miss Lichty will organize a class in vocal music. The course indicated by the state will be borne in mind by the conductor. The price for twenty-four lessons will be only two dollars.

Art Department.

One year ago without previous advertising, Jean Hall Merritt introduced into the institution the study of Art.

In this short time she has succeeded in winning for her department a good name. Miss Merritt has studied with some of the best Art Instructors in the country both in New York and San Francisco. Her success this past year is a pledge of greater success the year to come.

The terms in this department are:

10 two hour lessons, \$5 00

20 one hour lessons \$5.00

Department of Law.

This is a new department in Ewing College. The need of it has been felt for some years, but the way has not been open heretofore to introduce it. A study of the map from an educational point of view will convert the most skeptical of the need of it. So far as we have been able to learn there is no Law School south of the B. & O. Ry. in the state, and none between us and Chicago in the eastern part of the state. We are happy to announce to the public that C. C. Payne, of Benton, Ill. a lawyer long and favorably known in these parts and who has taught numerous classes voluntarily seeking his instruction, will take charge of this department. Lessons will be given daily. The tuition will be the same as that in most other departments, \$10, per term.

This affords the opportunity, which many are seeking, to prosecute their literary studies together with the professional.

Course of Study.

The design of the school is to afford such a training in the fundamental principles of the Common Law as to fit the student for practice wherever those principles prevail. In the study of these general principles, any changes made in them by legislation of the method of their applicaiton to particular cases arising in the courts of Illinois, are noticed and explained. To furnish the basis for such instruction, the following course is pursued:—

FIRST YEAR----FALL TERM

Fishback's Manual.
Torts—Webb's Pollock.
Blackstone's Commentaries.
Domestic Relations—Schouler.

WINTER TERM

Blackstone's Commentaries.
Walker's American Law.
Lawson on Contracts.
Gould on Pleading.

SPRING TERM

Blackstone's Commentaries.
Personal Property.
Benjamin's Principles with Tiedeman on Sales.
Bailments—Lawson,

SECOND YEAR----FALL TERM.

Kent's Commentaries.
Real Property—Tiedeman.
Torts—Cooley, with Cases.
Common Law Pleading—Stephen and Chitty.
Evidence.

WINTER TERM.

Kent's Commentaries.
Real Property—Tiedeman.
Equity Jurisprudence—Bispham.
Torts—Cooly, with Cases.
Illinois Practice.
Moot Court.

SPRING TERM.

Kent's Commentaries.
Bills and Notes—Tiedeman.
Real Property.
Equity Pleading and Practice—Story.

THIRD YEAR---FALL TERM.

Constitutional Law—Cooly with the Constitutions of
the United States and Illinois.
Corporations—Elliott.
Criminal Law and Procedure.
Review of work in preceding two years.

WINTER TERM.

Wills and the Law of Administrations.
Principal and Agent.
Practice and Preparation of Records.
Legal Ethics.
Reviews.

SPRING TERM.

Law of Damages.
Partnerships—Study of Cases—Wambaugh.
Practice.
Reviews.

In addition to the work to be studied and recited upon in the class, a course of supplementary reading will be required.

Moot Court.

During the course a Moot Court is conducted, where the student is required to begin and prosecute suits through all their stages as in actual practice. It is the constant effort to develop in the student habits of thinking in a judicial way. Time has come when the man who enters upon the practice of the law must lay his foundation deep in its rudiments. He must know the law as it is and possess a knowledge of its repositories. It is the purpose of this school to render such aid as schools can for the attainment of this end.

Privileges of Students.

All law students have the benefit of the two excellent literary societies of Ewing College upon the same terms as other students. In this way they are brought in contact with young gentlemen of the best character and moved by the highest incentives. The faculty of debate and the habit of concise thought and good language, so essential to the highest attainments, are developed.

Method of Instruction.

The method of instruction is by recitation from the text assigned, or by recitation upon subjects specifically assigned for investigation. This instruction is supplemented by lectures by the Dean or instructors upon the subjects studied and upon special topics by gentlemen of recognized ability selected on account of their peculiar fitness. A course of instruction is given upon the method of using decided cases in practice and the principles of criticism of cases cited in authority.

Books.

Students furnish their own books. They should bring with them Hurd's or Starr & Curtiss' Statutes of Illinois, Puterbaugh's or Sinn's Common Law and Chancery Practice and a good Law Dictionary. It will be well for students also to bring with them any good text-book they may have for references. Arrangements have been made by which books can be bought at the very lowest prices.

Expenses.

Tuition is \$10.00 per term in advance. Five dollars will be charged for the diploma. Good board can be had at from \$1.50 to \$2 50 per week.



Accommodations.

New comers are surprised at the good quality of our accommodations and the reasonableness of our terms.

Hudelson Cottage No. 2.

This home for young ladies would pass for one of the best residences in Southern Illinois. It is heated with steam and the rooms are elegantly furnished. The building is supplied with hot and cold water and other modern conveniences. This home for young ladies is in charge of Mr. and Mrs. B. M. Godwin. Their superintendence is a guaranty to the thoughtful parent who is contemplating sending his daughter away from home, that his child will receive suitable attention. No place is more private. The price of rooms is 75 cents, or \$1.00 per week according to location. Students are expected to have room mates.

Hudelson Cottage No. 1.

This is a home-like building occupied by the matron and comfortably furnished. The price of rooms furnished in this building is only fifty cents per week.

Young ladies desirous of occupying either cottage should bring with them bed linen, pillow, quilts, towels, napkins and if they choose knife and fork.

Wakeman Hall.

This building is capable of accommodating a limited number of young men. The rooms are fairly furnished. Fuel is supplied at cost. Young men desiring rooms should apply in advance and bring with them the same supplies as the young ladies at the cottages. This building during the coming year will be in charge of one of the teachers. Some of the advantages of rooming on college grounds are a more intimate acquaintance with the faculty and greater social privileges.

Price of rooms to a single occupant 35 cents per week. When two occupy the same room the price is only twenty-five cents per week.

Board at Cost.

It is not only a great convenience to have rooms on the college grounds, but a saving. At few other places can the student get the full value of the money he pays for his board. By this arrangement a student can complete a college course at a small figure.

A part of the faculty board at the college dining hall. They prefer it to boarding in families. The average cost has been \$1.50 per week.

Self-Boarding.

There are always some who prefer self-boarding, as this enables them to economize still farther. Such can obtain rooms at a reasonable figure.

Board in Families.

This can be obtained with room for \$2.50 per week.

Text Books.

Students are advised to bring with them such books as they have. Others that they need can be obtained from the college at a slight advance upon the cost.

Advantages.

LOCATION.

Ewing College is located at Ewing, Franklin county, the Geographical center of Southern Illinois. The Chicago & Eastern Illinois R. R. runs within a short distance, giving us nearly all the advantages of a railroad town without its disadvantages. The fact that Ewing is a small village is sometimes used as an argument against the institution. There are those who have reflected more and see farther. These cannot understand why, when character is the chief aim of education, that the young, in one of the most critical periods of life, should be sent to a large place where there are the greatest possible number of temptations; nor why, when their future success depends largely upon the developement of the powers of concentration, they should be sent where there are the greatest possible number of distractions. Wisdom dictates that students should not go to the great cities until character is formed and they are ready for university training. Here they are not surrounded with the distractions, temptations and vices which are incident to larger towns, and which cause the thoughtful parent to hesitate long before sending his child from the parental roof.

INEXPENSIVENESS.

We have arrangements here which may enable many a young man or woman to attend college, who otherwise would not be able to do so. Students rooming in college buildings obtain their board at cost. This arrangement has given great satisfaction. The young men are greatly pleased with their rooms in Wakeman Hall. These accommodations are unsurpassed anywhere. 100 dollars will nearly pay the necessary expenses of a young man for a year. By self-boarding, students have met all the expenses of a term for \$25.

ENVIRONMENT.

We have already referred to the fact that students here are not in contact with the evil or distracting influences of a larger place. On the contrary they are mainly in an atmosphere of school life only. Ewing is probably more nearly a college settlement than any other place in Illinois. The younger students have a great advantage in coming into close personal contact with the more advanced pupils and with the faculty. Our pupils largely come from Christian country homes. The reflex influence, morally and intellectually, which they exert upon one another is, as a rule, safe and helpful. Parents should remember that these early friendships and influences are among the greatest benefits conferred by any school.

THE CHARACTER OF THE EDUCATION AFFORDED.

The wisdom of simply disciplining the mind of the unregenerate is questionable. It may be the putting of an edge on tools to be used for an evil purpose. While education at Ewing may

not be ideal, all the faculty endeavor to remember that the intellect is only a small part of man, and that the entire man is to be educated. This of course can only be done in a Christian institution. And while all may not be achieved which we desire, yet we believe this is a school not only for mental discipline but also for character building.

READING ROOM.

The reading room is supplied with magazines periodicals, local and general, religious and secular. This enables the enterprising student to keep in touch with the outside world and the times.

Prizes.

We have four of them. They are rewards for literary merit.

THE MORRIS MEDAL.

Dr. C. C. Morris, M. A., Superintendent of the Baptist Hospital, St. Louis, Mo., offers a gold medal for the best oration of the graduating class. The judges are to pass upon the thought, its expression and the delivery of the speaker. This was won in 1899 by Miss Kate Webb.

THE MYERS ORATORICAL PRIZE.

Dr. Johnsthn Myers, of Chicago, offers \$25 in books to that student in the preparatory department giving the best declamation.

THE MARIA ELIZABETH BRYAN PRIZE

For the best essay on the Science of Government consists of silver dollars, the interest of a fund given by William Jennings Bryan, in memory of his mother, the first lady prin-

cipal of Ewing College. It was won in 1899 by Arthur E Summers.

THE MOOR CLASSICAL PRIZE.

Rev. George C. Moor offers \$15. in books to the Junior in the B. A. course who shall write the best essay in Latin on some theme relating to Greek or Roman civilization, Literature, Art or Music. The essay must merit at least a grade of 60.

Museum.

Through the liberality of Mrs. S. A. Wakeman, we have thousands of Geological specimens from all parts of the world. Through the kindness of Mrs. L. C. Axtell we have a goodly number of specimens in the Zoological department. These are invaluable to the students of these branches.

Library.

The number of volumes in the library has been greatly increased by the addition of the Everett library containing many helpful works, the gift of Mrs. W. P. Everett, Elgin, Illinois. Valuable donations have been received from other sources. Among recent gifts are the best histories of the United States, and the standard works on Pedagogy.

Through the kindness of Hon. J. R. Campbell, M. C., arrangements have been made recently by which the college receives directly from Washington all donations bestowed

upon any library. Some of the government works are very valuable, and furnish those who desire to do special work golden opportunities. Those individuals who leave out this advantage in their reckoning do not know what they are losing.

The Literary Societies

No description of the advantages of Ewing College would be complete without mention of the societies. There are two of them, the Pythagorean and the Logossian. A generous rivalry prompts each to its best. They call for much literary work. In them the student learns to face an audience, to think on his feet, to express what he knows, to reply effectively to an opponent.

Former students are loud in their praise, the faculty acknowledges them to be the leading educational factors, and educators generally freely admit that the societies of the great universities are not comparable in helpfulness to the literary societies of the smaller colleges. Our literary societies have commodious and well furnished halls, are in full sympathy with the college and in our opinion are doing their full share in the training of future leaders in church and nation.



One Year Saved.

Medical Schools now have a four years course. The cost to the student is from \$300.00 to \$500.00 per year. The Barnes, the Beaumont, the College of Physicians and Surgeons all of St. Louis will give the students of Ewing completing the Scientific or classical courses credit for one year, thus saving our graduates nearly enough to pay the expense of a college course. College education is of so much importance to the physician that no student intending to practice medicine can afford not to improve this offer.

Lectures.

The list of lecturers for the coming year are by no means complete. We hope for a very interesting series. The following speakers among others may be expected:

Rev. A. L. Jordan, Prof. John Richeson, Rev. Fuller Swift, Rev. H. L. Derr, Cyrus Thompson, Rev. Wm. A. Matthews.

Management.

Self-government is the great problem which the Creator has placed before the nations and every individual of the race. It is the constant aim of the Trustees and Faculty to help the student to a solution of this problem. They are expected to comply promptly and cheerfully with all requests of the authorities. A failure to do this will be considered sufficient grounds for suspension or expulsion.

Degrees.

The degree of Bachelor of Arts is conferred on those who complete, in a satisfactory manner, the classical course.

The degree of Bachelor of Science is conferred on those who satisfactorily complete the Scientific Course.

A very practical course is being prepared for those who by non-resident study desire to obtain the degree of Ph. D.

Suitable diplomas are given to those students who satisfactorily complete either the Music Course or the Teachers' Course. Graduates in the Teachers' Course must be the possessors of first-grade certificates.

Certificates of proficiency in certain studies may be given to such students as merit them.

All receiving degrees are expected to pay \$5.00 each for their diplomas; those in Teachers' and Musical Courses are required to pay \$3.00.

No degree, diploma or certificate, however, will be given to any student who is under censure of the College Authorities, whose moral character is not good, whose average report in studies is under 75, or whose minimum report in any study is under 60.

Expenses.

Academic Department, per term, (two years).....	\$ 9 00
Academic Department, per term (third year).....	10 00
Collegiate Department, per term.....	10 00
Music and Academic Studies, per term.....	15 00
Music and Collegiate Studies, per term.....	16 00
Music, per term.....	10 00
Voice Culture, per term.....	10 00
Harmony,	5 00
Use of Organ or Piano for musical practice one hour each day, per term....	2 00
Two hours each day, per term.....	3 50
Law.	10 00
Phonography.....	10 00
Phonography and Typewriting.....	12 00
Contingent fee payable by each student, per term....	1 00
Lecture fee.....	50
Library fee	25
Rooms in Wakeman Hall, per week.....	35
Rooms in Hudelson Cottages, fuel and light furnished 50 cents to	1 00
Board in College dining hall at cost. Average for last year per week.....	1 50
Board in families, including room, fuel, lights and washing, per week.....	\$2 25 to \$2 75
Self-boarding	\$1 00 to 1 50
Chemicals furnished student in chemistry at cost.	

Estimated Cost.

For a young man for one term.

Board.....	\$19 50
Room rent.....	3 25
Tuition.....	9 00
Contingent, library and lecture fees.....	1 75
Washing.....	3 00
Fuel and lights.....	3 00
Books.....	3 00
Total.....	40.90

Tuition in all departments, contingent fees and fees for use of musical instruments, are all payable in advance. Money is never refunded on account of non-attendance unless occasioned by sickness of the student.

TO PARENTS.

If you wish information or to make suggestions write and write freely. Your requests will be complied with so far as is possible. If you can possibly avoid it do not send for your children before the close of the term. It is disorganizing in its effects upon the school, and entails serious loss upon the pupils.

Continue your children in school so long as you can, providing they are making a wise use of their time. A good education is worth vastly more to them than the inheritance of wealth.

To Prospective Students.

Do not remain at home because of a limited preparation. Come, and we will adapt ourselves to your need.

Many would do well to come earlier than they do. Undoubtedly in many instances, they can do still more work in the home school, and we will give them credit for what they do. But under the experienced teachers here they will do much more and better work here than at home.

Students are expected not to absent themselves from school without permission of the faculty.

Students expecting rooms in Wakeman Hall, or in the Ladies' Cottages, should bring with them bed linen, towels and napkins, pillow and one or more quilts; also knife and fork if convenient. We also suggest the wisdom of securing rooms before arrival.

Students coming by rail should buy tickets to Whittington. Hacks meet all trains.

In order to keep a pure moral atmosphere among our students, we deem it necessary to require all applicants to present evidence of good character. Those not acquainted with some member of the Faculty, or Board of Trustees, may give reference or furnish recommendations.

Students can enter any time.

Students.

Graduates.

Baker, Belle	Instrumental Music,	Ewing, Illinois.
Cover, Dell	“ “	Tunnel Hill, Illinois.
McKee, Robert Bailey	Teachers' Course,	Akin, Illinois.
Moor, Geo. C.	B. A.	Downer's Grove Illinois.
Webb, Wilhelmina	Vocal Music	Ewing, Illinois.
Webb, Kate Basket	T. C.	Ewing, Illinois

Senior Class.

Rose, Marion Amos	Rose.....	Benton, Illinois.
Todd, Andrey Adair	.....	St. Louis, Mo.

Junior Class.

Echols, Harry Augustus	.....	McLeansboro, Illinois.
Hill, James Jones	.....	Ewing, Illinois.
Phillips, John Ezra	.....	Ewing, Illinois.
Richeson, Alice	.....	Ewing, Illinois.
Upchurch, Oscar Conrad	.....	Ewing, Illinois.
Webb, Floyd Edmund	.....	Webb's Hill, Illinois.

Sophomore Class.

Ellis, John Breckinridge.....	Flora,	Illinois.
Godwin, Brunce Marcus.....	Decatur,	Illinois.
Iliff, John Gilroy.....	Elizabethtown,	Illinois.
Smoot, Harvey Alonzo.....	Tunnel Hill,	Illinois.

Freshman Class

Downen, Francis Clyde.....	Thompsonville,	Illinois.
Hall, Inman.....	Walpole,	Illinois.
Kelley, John Fred.....	Salem,	Illinois.
Kelley, George Ovid.....	Ewing,	Illinois.
Mason, Winnie.....	Chesterville,	Illinois.
Richeson, Lena.....	Ewing,	Illinois.
Summers, Arthur Eldoras.....	Opdyke,	Illinois.
Watters, John Walter.....	Sparks Hill,	Illinois.
Wallace, Harvey Horatio.....	Ewing,	Illinois.
Wilson, Winter Robin.....	Hallidayboro,	Illinois.
Yates, Max Muller.....	Mt Vernon,	Illinois.

Preparatory Department.

Alvis, Bertha.....	Dix,	Illinois,
Baker, Emmet.....	Ewing,	Illinois.
Baker, Jo Ella.....	Ewing,	Illinois.
Barlow, Joseph Thomas.....	Johnston City,	Illinois.
Bennett, William Ephram.....	Mt. Vernon,	Illinois.
Blackwell, William J.....	Spring Garden,	Illinois.
Brown, Ira Perl.....	Divide,	Illinois.
Carr, Eva Jane.....	Ewing,	Illinois.
Carr Josie Belle.....	Ewing,	Illinois.
Carlock George Pinckney.....	Ware,	Illinois.

Chambers, Daisy Harriet	Pierson, Illinois.
Clark, Emmet Henry	Ewing, Illinois.
Clark, Ethel Jemima	Ewing, Illinois.
Clark, Walter	Ewing, Illinois.
Clayton, Gertrude M.	Ewing, Illinois.
Clayton, Melvin Dow	Ewing, Illinois.
Cohea, Lulu Elzena	Effingham, Illinois.
Corzine, Frank	Thebes, Illinois.
Cotter, Samuel	Long Branch, Illinois.
Douglas, Cyrus	Walpole, Illinois.
Dye, Bertha Myrtle	Laplace, Illinois.
Dye, William Lawrence	Laplace, Illinois.
Ely, Everett	Taylor Hill, Illinois.
Etter, Harmon	Oconee, Illinois.
Fleeman, Jessie	Ewing, Illinois.
Gammon, Oscar	Akin, Illinois.
Gammon, George Milford	Akin, Illinois.
Glasscock, Elmer Newton	Raleigh, Illinois.
Groesbeck, Eva Lena	Salem, Illinois.
Groves, Fred	McLeansboro, Illinois.
Harvell, Thomas Jefferson	McClure, Illinois.
Hicks, Ulysses Ira	Thompsonville, Illinois.
Hill, Alice	Ewing, Illinois.
Ingram, Milton Chalon	Frisco, Illinois.
Jeffries, Raymond Allen	Waltonville, Illinois.
Jones, Bessie	Centralia, Illinois.
Joyce, John Abner	Groosville, Illinois.
Karber, Etta	Karber's Ridge, Illinois.

Karber, George Franklin	Karber's Ridge, Illinois.
Keller, Jake	Steeleville, Illinois.
Kelley, Fred Carter	Ewing, Illinois.
Kelley, Joel Rolley	Ewing, Illinois.
Kirk, Victor	Gresham, Illinois.
Kyle, William James	Effingham, Illinois.
Leonberger, Sarah	Rock Creek, Illinois.
Lovan, Ernest Owen	Ewing, Illinois.
Mason, Ida	Chesterville, Illinois.
Miller, Fred Duncan	Ewing, Illinois.
Miller, Ernst Francis	Makanda, Illinois.
Moore, Louis Clarence	Pierson, Illinois.
Moore, William James	Ewing, Illinois.
McNeely, Roy Evart	Kell, Illinois.
Mount, Orville Bert	Kell, Illinois.
Murphy, Charles A.	West Frankfort, Illinois.
Neal, Ruby Anna	Ewing, Illinois.
Newell, Walter Raleigh	Waltonville, Illinois.
Parish, Lydia Ann	Goreville, Illinois.
Patton, Phoebe	Rock Creek, Illinois.
Phillips, Florence	Ewing, Illinois.
Provart, Ora Ann	Duquoin, Illinois.
Richeson, George Richard	Ewing, Illinois.
Sergeant, Edna	Ewing, Illinois.
Sergeant, James Everett	Ewing, Illinois.
Shippe, William Edward	Elizabethtown, Illinois.
Sinclair, Maggie M	Ina, Illinois.
Smith, Warren John	Tobias, Nebraska.

Spencer, Charles.....	Whittington,	Illinois.
Syfert, George William.....	Ramsey,	Illinois.
Syfert, Walter.....	Ramsey,	Illinois.
Tennyson, Fleeta Myrtle.....	Ewing,	Illinois.
Turner, Alva Nola.....	Spring Garden,	Illinois.
Taylor, Frank.....	Webb's Hill,	Illinois.
Vancleave, James Jones.....	Ewing,	Illinois.
Vise, Hosea Augustus.....	Macedonia,	Illinois.
Webb, Genivieve.....	Ewing,	Illinois.
Webb, Joseph Mannen.....	Ewing,	Illinois.
Wallace, Rush.....	Ewing,	Illinois.
Ward, George Henderson.....	Dix,	Illinois.
Webb, Byford Hodgins.....	Ewing,	Illinois.
Webb, Elijah Albert.....	Ewing,	Illinois.
Webb, Frank C.....	Ewing,	Illinois.
Webb, Nellie.....	Webb's Hill,	Illinois.
Wills, Edgar.....	Spring Garden,	Illinois.
Williams, Alsa.....	Spring Garden,	Illinois.
Williams, Robert.....	Spring Garden,	Illinois.
Williams, Everett.....	Spring Garden,	Illinois.
Williams, Annie.....	Spring Garden,	Illinois.
Williams, Silas Walter.....	Walpole,	Illinois.
Wood, Harvey S.....	Frankfort,	Illinois.
Womack, Gertrude.....	Karbers Ridge,	Illinois.
Young, Mary	Benton,	Illinois.

Ministerial Students.

Carlock, George Pinckney	Ware, Illinois.
Corzine, Frank	Thebes, Illinois.
Etter, Harmon	Oconee, Illinois.
Gammon, George Milford	Akin, Illinois.
Godwin, Bruce Marcus	Decatur, Illinois.
Kelley, Joel Rolley	Ewing, Illinois.
Moor, George C.	Downer's Grove, Illinois.
Moore, Louis Clarence	Pierson, Illinois.
Moore, William J.	Ewing, Illinois.
Smith, Warren John	Tobias, Nebraska.
Smith, Harvey Alonzo	Tunnel Hill, Illinois.
Syfer, George William	Ramsey, Illinois.
Todd, Audrey Adair	St. Louis, Missouri
Wallace, Harvey Horatio	Ewing, Illinois.

Music Students.

Alvis, Bertha	Dix, Illinois,
Baker, Florence Belle	Ewing, Illinois
Behymer, Nell	Shoals, Illinois.
Casey, Lura	Ewing, Illinois.
Cobea, Grace	Effingham, Illinois.
Cover, Dell	Tunnel Hill, Illinois.
Chambers, Daisy Harriet	Pierson, Illinois.
Conklin, Lillie M.	Charleston, Illinois.
Dye, Bertha Myrtle	Laplace, Illinois.
Echols, Clara	McLeansboro, Illinois.
Godwin, Bruce Marcus	Decatur, Illinois.

Godwin, Jennie Mitchell	Decatur, Illinois.
G off, Mary	Spring Garden, Illinois.
Harrison, Elfie	Mulkeytown, Illinois.
Jones, Belle	Ewing, Illinois.
Karber, Etta	Karber's Ridge, Illinois.
Keller, Jake	Steeleville, Illinois.
Kelley, Birdie	Ewing, Illinois.
Leonberger, Sarah	Rock Creek, Illinois.
Martin, Jewell D.	Ewing, Illinois.
Martin, Gertrude	Ewing, Illinois.
Mason, Ida	Chesterville, Illinois.
Neal, Ruby Anna	Ewing, Illinois.
Phillips, Clyde	Ewing, Illinois.
Parker, Mae	Ewing, Illinois.
Patton, Phoebe	Rock Creek, Illinois.
Smoot, Harvey Alonzo	Tunnel Hill, Illinois.
Syfert, George William	Ramsey, Illinois.
Vise, Hosea Augustus	Macedonia, Illinois.
Wallace, Harvey Horatio	Ewing, Illinois.
Webb, Wilhelmena	Ewing, Illinois.
Whittington, Dora	Ewing, Illinois.
Womack, Gertrude	Karbers Ridge, Illinois,

Art Students

Baker, Goldie	Ewing, Illinois.
Clark, Charles Voltaire	Ewing, Illinois.
Clark, Jennie	Ewing, Illinois.
Cover, Dell	Tunnel Hill, Illinois.
Chambers, Daisy Harriet	Pierson, Illinois.

Foster, Thomas Jefferson	Gresham, Illinois.
Godwin, Mrs. Jennie	Ewing, Illinois.
Iliff, John G	Elizabethtown, Illinois.
Jones, Bessie	Centralia, Illinois.
Leonberger, Sarah	Rock Creek, Illinois.
Patton, Phoebe	Rock Creek, Illinois.
Pankey, Carrie	Harrisburg, Illinois.
Sergeant, Myrtle	Ewing, Illinois.
Summers, Arthur E	Opdyke, Illinois.
Vaughan, May	Ewing, Illinois.
Womack, Gertie	Karber's Ridge, Illinois.
Webb, Genivieve	Ewing, Illinois.
Williams, Annie	Ewing, Illinois.



St. Louis BAPTIST HOSPITAL,

Garrison and Franklin Avenue.



To those who are contemplating a visit from home for the restoration of Health we would invite attention to the St. Louis Baptist Hospital. The location is central and our advantages for caring for the sick are superior to institutions of like character. The Medical Staff is composed of some of the best known physicians in the city, and who are recognized authority in their special lines of work. Every patient entering the hospital is referred to that member of the staff, who is best adapted by education and experience to treat such case. Thousands of grateful patients, who have been cured of long standing diseases, speak in the highest terms of the kindly treatment recieved at the Baptist Hospital. We have no doubt that there are hundreds of persons who need treatment, can alone be given here, and yet hesitate to come because they are not acquainted with hospital methods. To all such we would say that The Baptist Hospital is a christian home. You will feel you are with friends, will be tenderly cared for by trained nurses, and will recieve such skillful medical and surgical treatment as each individual case may require. Elegant accommodations furnished at \$5, \$10 and \$15 per week. No extra charge for ordinary nursing. Medical and Surgical services reasonable.

For further information address

C. C. MORRIS, A. M., M. D., SUPERINTENDENT.

